

REGULAR BOARD MEETING

02/14/2024 [03:00 PM]

REGULAR BOARD MEETING OF FEBRUARY 14, 2024

For the Regular Board Meeting of February 14, 2024, at 3:00 p.m., in the Redwood Conference Center at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

1. CALL TO ORDER

- a. Pledge of Allegiance
- b. Welcome

2. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

3. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

4. ACTION ITEMS

4.a. Routine Matters

4.a.a. Consent Calendar

- a. Approval of minutes for the Regular Board Meeting of January 10, 2023, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2

- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4
- e. Acceptance of Donation from Blanket Ladies (\$525) to AcCEL, L.B. Hill Learning Center, Encl. No. 5

4.b. New Business

- 4.b.a.** Consideration and Approval, Executed Amendment - Department of Health Care Services 21-10068 Amendment #A05 -- **Nani Dodson**, Encl. No. 6
- 4.b.b.** Presentation of Differentiated Assistance -- **Lisa Lemus**, Encl. No. 7
- 4.b.c.** Presentation of the Williams/Valenzuela Uniform Complaint Report, 4th Quarter of 2023 from Tulare County School Districts -- **Dedi Somavia**, Encl. No. 8
- 4.b.d.** Consideration and Approval, IDEA 611 Local Assistance Entitlements Grant Award 2023-2024 (\$21,104,192) -- **Tammy Bradford**, Encl. No. 9
- 4.b.e.** Consideration and Approval, Tulare County Plan for Providing Educational Services to Expelled Youth 2024-2027 -- **Joe Andrade**, Encl. No. 10
- 4.b.f.** Presentation of Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report 2023-2024 for TCOE, Court/Community -- **John Alvarez and Kevin Jessee**, Encl. No. 11
- 4.b.g.** Presentation of Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report 2023-2024 for La Sierra Military Academy (LSMA) -- **Jose Bedolla**, Encl. No. 12
- 4.b.h.** Presentation of Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report 2023-2024 for University Preparatory High School (UPHS) -- **Helen Milliorn-Feller**, Encl. No. 13
- 4.b.i.** Consideration and Approval, Court, Community and Special Education Schools Comprehensive School Safety Plan 2023-2024 -- **John Davis and Sarah Hamilton**, Encl. No. 14
- 4.b.j.** Consideration and Approval, La Sierra Military Academy's Comprehensive School Safety Plan 2023-2024 -- **Jose Bedolla**, Encl. No. 15
- 4.b.k.** Consideration and Approval, University Preparatory High School's Comprehensive School Safety Plan 2023-2024 -- **Helen Milliorn-Feller**, Encl. No. 16
- 4.b.l.** First Reading, Board Bylaw (BB) 9320 - Meetings and Notices -- **Tim Hire**, Encl. No. 17
- 4.b.m.** First Reading, Board Bylaw (BB) 9322 - Agenda/Meeting Materials (Repeal/rescind BB9323-Construction of Agenda Now in BB 9322) -- **Tim Hire**, Encl. No. 18
- 4.b.n.** First Reading, Board Bylaw (BB) 9325 - Meeting Conduct -- **Tim Hire**, Encl. No. 19

5. NEXT SCHEDULED BOARD MEETING

- a. March 13, 2024 - 3:00 p.m.

6. ADJOURNMENT

**TULARE COUNTY BOARD OF EDUCATION
MINUTES**

The Tulare County Board of Education met on Wednesday, January 10, 2024, at 3:00 p.m. for a regular board meeting in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

PRESENT Board Members Joe Enea, President
Debby Holguin, Vice President
Judy Coble
Tom Link
Celia Maldonado-Arroyo
Chris Reed
Tony Rodriguez
Tim A. Hire, Ex-Officio Secretary

PRESENT Staff Members Julie Berk, Assistant Superintendent, Student Support Services
Marlene Moreno, Executive Assistant to the Superintendent
Dr. Fernie Marroquin, Assistant Superintendent, Business Services
Rob Herman, Communications Director
Jennifer Fisher, Administrative Secretary
Jeff Ramsay, Director, General Services
Sam Tate, Administrator, Educational Resource Services
Jose Bedolla, Principal, La Sierra Military Academy
John Davis, Administrator, Leadership Support Services
Jody Arriaga, Director, Internal Business Services
Nani Dodson, Interim Administrator, CFNLP
Joe Andrade, Principal, Court/Community Schools
Sarah Hamilton, Administrator II, Special Services
Helen Milliorn-Feller, Interim Principal, UPHS
Gilbert Hernandez, Director, Information Systems
Jack Schreuder, Director, Operational Services
Dedi Somavia, Assistant Superintendent, Human Resources
Amanda Richard, Administrator II, Human Resources

GUESTS Guests as listed in the register including Hugo Luna and Joshua Whiteside.

CALL TO ORDER Board President Joe Enea welcomed everyone and called the meeting to order.
Pledge of Allegiance/ Debby Holguin led the Pledge of Allegiance.
Welcome

ADA Mr. Enea announced that ADA accommodations had been met.
ACCOMMODATIONS

PUBLIC COMMENT

Dr. Fernie Marroquin introduced Gilbert Hernandez, who is replacing Bruce Storer as Director of Information Systems. Mr. Storer retired in December. Gilbert has been with TCOE for more than 27 years.

Jeff Ramsay introduced Jack Schreuder, who has 26 years with facilities and maintenance departments at various school sites.

CONSENT CALENDAR

It was moved by Reed, seconded by Coble to approve the consent calendar to include minutes for the Regular Board Meeting of December 13, 2023, Countywide Registration of Credentials, Temporary County Certificates, Emergency Permits, and listed donations. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

**RED RIBBON
DONATION TO BOYS
& GIRLS CLUBS OF
THE SEQUOIAS**

Jennifer Fisher asked for the Board’s approval to donate the 2023 TCOE Red Ribbon proceeds of \$6,000 to the Boys & Girls Clubs of the Sequoias. It was moved by Maldonado-Arroyo, seconded by Holguin to approve the donation to the Boys & Girls Clubs of the Sequoias. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

President Enea and Superintendent Hire thanked Jennifer and the Red Ribbon committee for their hard work in raising a record amount.

**GRANT AGREEMENT
FOR THE STATE OF
CALIFORNIA, OFFICE
OF TRAFFIC SAFETY**

Nani Dodson requested the Board to approve a grant agreement with the State of California with the Office of Traffic Safety for federal funds allocated not to exceed \$280,000. This youth driven project will engage and develop youth leaders in positive social norms and merchant education campaigns to reduce alcohol access to minors and shift social norms of underage drinking behaviors. It was moved by Link, seconded by Maldonado-Arroyo to approve the grant agreement for the Office of Traffic Safety. Motion unanimously carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

**2022-2023 SCHOOL
ACCOUNTABILITY
REPORT CARD
(SARC) FOR COURT
SCHOOLS**

John Davis reported that all schools are required to publish a School Accountability Report Card (SARC) by February 1. The SARC contains information for the public regarding the condition and performance of the school. The data reported in the LCAP is required to be consistent with the data in the SARC. Because data has been delayed from the state, the SARC appears to be incomplete. CDE suggested approving the SARC with all of the available data in order to meet the February 1, legal requirement, date. The approved SARC will be posted on the TCOE website for the public and updated once the rest of the data is released. Joe Andrade advised the board that staffing is adequate at this time for their 49 students. Building trades class is very

popular with the students. Parents are fully engaged. Their chronic absenteeism also improved last year. Four students graduated last year even though the data shows “0” graduated. He asked for the Board’s approval of the Court Schools SARC. The board expressed concern about approving the SARC with incomplete data. After discussion, it was moved by Coble, seconded by Rodriguez to approve the Court Schools SARC. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

2022-2023 SCHOOL
ACCOUNTABILITY
REPORT CARD
(SARC) FOR TCOE
COMMUNITY
SCHOOLS

Joe Andrade presented the community school SARC. As of this date, they have 10 students. This year, they have two teachers, a reduction from last year. Regarding the facility, he advised that they had two new AC units installed. Their building trades class is very popular with the students. They’ve helped build planter boxes to grow green houses. Their student café continues to thrive. Chronic absenteeism is now 66% down from 90%. The suspension rate is down from 18.75% to 16.67%.

There is a small support program on campus which encourages students to come to school. Mrs. Coble asked if students graduate from the community school. Joe answered that these students do not graduate because of the time that they are at the community school. Mrs. Holguin asked Mr. Andrade if he thinks the café has motivated the student to come to school. He believes that it does motivate them to attend school more regularly. Café hours are from 10:00 a.m. to 11:00 a.m. Joe will email the board the café’s address. It was moved by Maldonado-Arroyo, seconded by Reed to approve the 2022-2023 Community Schools SARC report. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

2022-2023 SCHOOL
ACCOUNTABILITY
REPORT CARD
(SARC) FOR SPECIAL
EDUCATION

Sarah Hamilton asked for the Board’s approval, for Special Education SARC. Student enrollment is currently 337 which includes grade 12 (also 17- to 22-year-old students). They used a modified curriculum for Special Education data. Some findings were reported at Yetteem school. However, all have been resolved. We have a much higher absenteeism rate, especially since Covid. Sarah said the dropout rate lists 43.9%. This is an incorrect number. They have a 94% graduation rate. The support staff, (students) in the grid on page 17, reflect all personnel in Special Services.

John conveyed that Mr. Hire was very clear that accurate data is needed. But we are at the mercy of CDE. CDE asked that we update the Board as we get our updates from them.

Tim informed Mr. Rodriguez that he wrote a letter a year ago with the inaccuracy and incompleteness of data that we had to work with. We still need some time to double-check the data before it gets placed on our website. We

will send it to the Board before it gets placed on the website. Maldonado-Arroyo asked for minutes to reflect discussion took place of the inaccuracy of the report. The Board wants the public to know that they have paid attention to the inaccurate data information. It was moved by Rodriguez, seconded by Link to approve the Special Education SARC report. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

2022-2023 SCHOOL
ACCOUNTABILITY
REPORT CARD
(SARC) FOR LA
SIERRA MILITARY
ACADEMY (LSMA)

Jose Bedolla reported on the La Sierra Military Academy SARC. This past year, we offered credit recovery course options for students to take during the school day and/or after school. For the 2021-2022 school year, La Sierra had a graduation rate of 87%. In the 2022–2023 school year, La Sierra’s graduation rate increased to 97%. One area of improvement that LSMA is continuing to work on is the development of Professional Learning Communities (PLCs). Jose thanked his staff for this past year’s success and is looking forward to more growth during the 2023-2024 school year. Mrs. Reed asked if LSMA has social workers, nurses and/or psychologists as part of their staff. Mr. Bedolla said that La Sierra does not have a social worker. But they do have a part-time school psychologist, school nurse, and a full-time counselor. It was moved by Maldonado-Arroyo, seconded by Coble to approve the LSMA SARC report. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

2022-2023 SCHOOL
ACCOUNTABILITY
REPORT CARD
(SARC) FOR
UNIVERSITY
PREPARATORY HIGH
SCHOOL (UPHS)

Helen Milliorn-Feller requested the board approve the SARC report for UPHS. Celebration—Four percent of their students met or exceeded the ELA standard. Helen gave a shout out to English teachers which reflect on the ELA scores. They have 62% of the students who meet or exceed the Math standards. Students are doing quite well. They have multiple opportunities to show that they have mastered the different math concepts. There is always room for improvement. Staff are really dedicated to teaching the kids and making sure that they understand everything they are being taught.

Ms. Milliorn-Feller pointed out that the data showed they had 63% of graduated students who were qualified to have eligible entry into a UC or CSU. Every student met all requirements last year. All were eligible for entry into a UC or CSU. Going forward, UPHS wants all their students achieving at levels that are expected of them. Data showing the 11.3% dropout rate is not accurate. No students have dropped out. In fact, they have a 100% graduation rate. Some students receive their COS graduation status before they graduate from UPHS. Motion moved by Holguin, seconded by Maldonado-Arroyo to approve the UPHS SARC report. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

2022-2023 ANNUAL
AUDIT FOR TULARE
COUNTY OFFICE OF
EDUCATION (TCOE)

Jody Arriaga introduced Hugo Luna from Christy White & Associates. Mr. Luna reported that an unmodified opinion was issued on TCOE's financial statements, which is the best opinion that can be given by an auditor. There were no significant deficiencies to report. Long term entries and journal entries were reviewed. There were no material weaknesses to report. \$92.7 million was spent in federal funds. The three programs that were looked at in detail were: ESSER, CFNLF and Head Start.

Mr. Luna complimented Jody, Dr. Marroquin and their team for gathering all of the documents needed for the audit. Everything was in accordance with generally accepted accounting principles. There were no findings. It was moved by Link, seconded by Rodriguez to approve the 2022-2023 audit for TCOE. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

Mr. Enea thanked Mr. Luna for his report. He and Mr. Hire also thanked Jody, Dr. Marroquin, and their staff for their time and effort in working with Mr. Luna.

Mr. Enea requested that the minutes reflect that board member Reed had to leave the board meeting early. She left at 3:45 p.m.

RESOLUTION 23/24-08
ADOPT PROCEDURES
AND GUIDELINES
FOR SELECTION OF
LEASE-LEASEBACK
CONTRACTOR

Jeff Ramsay asked for approval on resolution 23/24-08, lease-leaseback contractor. This allows us to bring a contractor on early in the project, maybe by this spring. It will allow them to do preliminary estimates to help us better monitor our budget. Joe asked if we are selecting a contractor before we know what the cost will be. Mr. Ramsay confirmed that is what we will be doing. Once we adopt a resolution, we can request proposals from various contractors, via an open solicitation. We can then review the proposals and have the option to shortlist and interview several contractors to determine who will be the best contractor qualified to do this project. It was moved by Maldonado-Arroyo, seconded by Coble to approve Resolution 23/24-08, adopt procedures and guidelines for selection of a lease-leaseback contractor. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, and Rodriguez. Board member Reed was absent.

AUTHORIZATION TO
SEEK BIDS FOR
LEASE-LEASEBACK
CONTRACT FOR NEW
ADMINISTRATION
BUILDING PROJECT

Jeff Ramsay asked for approval for authorization to seek bids for a lease-leaseback contract for the new administration building. Maldonado-Arroyo asked what kind of timeline we had for the RFP. Mr. Ramsay said approximately 30-45 days is the timeline they were looking at. He went on to say that the entire process could take about two to two and a half months. Mr. Enea asked if construction costs are increasing or decreasing. Jeff said construction costs are slowing down some. It's hard to predict. However, bringing on a contractor early can help with trying to have a better prediction. It was moved by Rodriguez, seconded by Maldonado-Arroyo to approve

authorization to seek bids for lease-leaseback contract for the new administration building project. Motion carried with the following votes: Ayes: Coble, Enea, Holguin, Link, Maldonado-Arroyo, and Rodriguez. Board member Reed was absent.

SUPERINTENDENT'S
REPORT

Superintendent Hire wished everyone a Happy New Year. Student Future Ready Events will keep us busy this spring.

We have closed escrow on 24 acres to the east of us. We are talking to City of Visalia to annex that portion of the 24 acres. We continue to talk to the Pipeline Church, south of us, about selling a portion of the property to them. Jeff Ramsay, Bethany Radar, and Mr. Hire spent time talking about the new theater that is going to be built on 30 acres at the Liberty site. They have been visiting several theaters to gain a better understanding of what they want in our theater.

Mock trial, Academic Decathlon will begin this month. Poetry Outloud is on February 2. National History Day is on February 8.

Next week on Thursday, January 18, is the District Leadership Institute. There will be timely breakouts, dinner, and a CSBA PACER keynote speaker lined up for the evening.

Tim complimented Bethany and her staff on the *Rudolph the Red-Nosed Reindeer, Jr.* production this past December. He had asked Bethany, two years ago, to scale back on large productions and focus more on "On-stage", two-week performances. Due to its popularity, we are unable to fill all the requests from the schools. We are in every school at VUSD. Mrs. Holguin said these productions are really nicely done in the two weeks span they are given. Our kids get exposed to performing arts. Students who performed in major productions are people we are now hiring to help with the on-stage training.

The new theater may allow a festival to be on a Saturday for students to perform all day. The theater size they are considering will seat about 500-550 people. COS theater seating is about 400. We looked at the MET (Mercedes Edwards Theater) in Clovis. The seating capacity there is 650. Mr. Enea applauded all the players involved with all the theater successes. Mr. Link conveyed to the Board that the *Sound of Music* will be performed by Green Acres Middle School students beginning February 8.

Maldonado-Arroyo commended Mr. Hire on the effort of wanting and having more students experience the theater programs. Mr. Rodriguez said that the Arts are so valuable for kids. Bethany said it has the most diverse group of kids she has had from around the county.

Today at the State Capitol, the bill Mr. Hire helped write describing ActVnet is being heard in the Assembly Education Sub Committee. We anticipate that it will be passed.

Mr. Link asked if we have any other out-of-state clients. Superintendent Hire said we do not have any right now. Michigan, Texas, and New Mexico are interested. We will be hiring more graphic artists to prepare for a possible increase in school districts.

We have done other trainings or presentations with other districts in our county and outside of our county. The link with Aeries to ActVnet was being tested over the Christmas break. It is ready, Tulare City Schools said they will come back in as well as a few other large districts.

VUSD is not coming in yet. We are thinking about doing a pilot program with Goshen Elementary.

NEXT SCHEDULED
MEETING

February 14, 2024, 3:00 p.m., Rooms CDEF

ADJOURNMENT

Meeting adjourned at 4:16 p.m.

Enclosure No. 2
Agenda of 2/14/2024

CREDENTIALS REGISTERED

February 14, 2024

| | | | |
|-----------|------|----|----------------------------|
| 240019765 | SUBP | EM | ADALIAN EMMA |
| 240002909 | TC13 | ML | AGUILAR LAURIE |
| 230320245 | P12E | CD | AGUIRRE DENISE |
| 240018198 | TC2 | P5 | AKERS ASHLEY P |
| 240021179 | SUBT | EM | ALAMSI DONIA |
| 230311767 | SUBP | EM | ALBA JARERO JAZMINE C |
| 230163941 | TC2 | P5 | ALCANTAR ADILENE |
| 230319958 | SC1A | P5 | ALCANTAR REJINA |
| 230317547 | TC1 | CL | ALEXANDER GEORGE T |
| 240005514 | TC1 | CL | ALLARD MICHAEL A |
| 240016361 | SC3A | CL | ALLEN AMY M |
| 230312660 | TC13 | SL | ALLEN CHRISTOHER N |
| 230320835 | TC4A | CL | ALLEN GINGER P |
| 230321090 | TC1 | CL | ALLEN LISA M |
| 240007474 | TC2 | CL | ALON STACY R |
| 240004451 | TC2 | CL | ALSOBROOK SCOTT J |
| W23001962 | SA14 | WV | ALTAMIRANO TORRES ALBANELI |
| 240016519 | SC1A | PR | ALVARADO ROEL M |
| 240016518 | TC2 | CL | ALVARADO ROEL M |
| 230314240 | SUBP | EM | ALVAREZ ALEJANDRO |
| 230316662 | TC3S | L1 | ALVAREZ LAYCEE D |
| 240013241 | SUBP | EM | ANDERSEN KACY L |
| 240025112 | SUBP | EM | ANDERSON AUDREY |
| 240005884 | TC2 | CL | ANDERSON CHRISTINE R |
| 230315015 | SUBP | EM | ANDERSON CLEA M |
| 240009659 | TC2 | CL | ANDRADE JENNIFER L |
| 230313766 | TC2 | P5 | ANGUIANO JENNIFER |
| 230320073 | SUBP | EM | ANTUNA ROSEMARIE |
| 240000282 | SUBP | EM | ANTUNA YVETTE |
| 230151149 | SC5 | CL | APARICIO SERGIO |
| 240017181 | TC1 | CL | ARCE MARTINEZ IVAN O |
| 240012357 | TC2 | P5 | ARCOS JENNIFER |
| 230317094 | SC8 | P2 | ARGUELLES MARIA |
| 230321103 | SUBP | EM | ARTEAGA RICO JOSE L |
| 240016478 | TC2 | CL | ATWELL KAREN D |

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|-----------|------|----|---------------------------|
| 230317003 | SUBP | EM | AVALOS MARCOS |
| 240017015 | TC2 | P5 | AYALA MARCOS |
| 240016922 | TC1 | CL | AYERS MATTHEW D |
| 240003440 | TC3S | IN | BALANGUE HAILEY |
| 230316745 | SUBP | EM | BALDWIN HALEY M |
| 240002461 | SUBP | EM | BALDWIN THOMAS W |
| 230319045 | SUBP | EM | BANUELOS NADIA J |
| 240015809 | TC2 | CL | BARKER JACLYN M |
| 240015666 | TC2 | P5 | BARRON KRISTEN M |
| 240020918 | P12C | CD | BARRON SOTO JASMINE |
| 230316247 | SUBP | EM | BARTEL CHARITY |
| 240004477 | P12C | CD | BASURTO MARCELINA |
| 230315684 | SUBT | EM | BEAVERS KIMBERLY |
| 240007866 | SC1A | CL | BECERRA JENNIFER M |
| 240007865 | TC1 | CL | BECERRA JENNIFER M |
| 240023843 | SUBT | EM | BELTRAN AGUIRRE STEPHANIE |
| 240018182 | SUBP | EM | BENAVIDES DANIELLE |
| 240007604 | SUBP | EM | BIANCHI MARCUS |
| 240013935 | SUBP | EM | BIANCHI-BANE AMY |
| 230317757 | SC1A | P5 | BIELLO RIVERA DOMINIQUE |
| 230320338 | TC2 | CL | BLASINGAME THERESA L |
| 240009793 | SUBP | EM | BOEVE JOHN B |
| 230314049 | TC13 | ML | BOWLES MORGAN H |
| 240000688 | TC1 | CL | BRADLEY LAUREN E |
| 240017655 | SUBP | EM | BRINK JADE |
| 240014258 | TC1 | CL | BRONZAN LYNN C |
| 230287440 | TC3S | CL | BROWN GREGORY |
| 623235468 | SUBP | EM | BROWN NICOLE |
| 230315118 | TC2 | CL | BRYANT LORETTA A |
| 230315119 | SC1A | CL | BRYANT LORETTA A |
| 230315027 | TC2 | CL | BRYANT MARLENE Y |
| 240016859 | SUBP | EM | BUGNI BRYAN J |
| 240004043 | TC1 | CL | BULLICK REBECCA J |
| 230284178 | TC2 | CL | BURTRAM AARON |
| 240000603 | SUBP | EM | CABRERA KRISTEN K |
| 230316566 | SUBP | EM | CALVO JOEL |
| 230312850 | TC13 | SE | CAMAQUIN JHENN P |
| 240013042 | SUBP | EM | CAMARILLO JAQUELYNE Y |
| 240019460 | TC2 | CL | CANNON PETER F |
| 230315821 | TC2 | CL | CARDENAS STEPHANIE R |
| 230320572 | SC5 | CL | CARDINALLE MARIA D |
| 230311967 | TC3S | P5 | CARDOZA KELSEY |
| 240020762 | SUBP | EM | CARLISLE CASSIE |

| | | | |
|-----------|------|----|-----------------------------|
| 230312731 | TC14 | SE | CARLSEN JEANETTE G |
| 240011623 | SUBP | EM | CARRILLO EILEEN E |
| 230298901 | TC1 | P5 | CARRILLO VANESSA |
| 230320621 | SUBP | EM | CARRILLO-BAIRES ARLINE |
| 230315010 | SUBT | EM | CASTILLO ALYSSA M |
| 240009120 | P12E | CD | CAZAREZ MARIA D |
| 230313090 | SUBT | EM | CEBALLOS ANTHONY A |
| 230312024 | TC2 | P5 | CEBALLOS LEMUS YASMIN |
| 240002494 | TC13 | ML | CEBALLOS LEMUS YASMIN |
| 230312079 | TC2 | P5 | CEBALLOS MIREYA |
| 230315819 | SUBP | EM | CERROS DE VARGAS MARIBEL C |
| 240017012 | TC2 | P5 | CERVANTES ALCARAZ MARIBEL |
| 230319767 | SUBT | EM | CERVANTES GERARDO |
| 240002764 | TC1 | CL | CERVANTES-SANCHEZ ELIANA |
| 240002921 | TC1 | CL | CHAMALBIDE STEVAN R |
| 240009695 | TC2 | CL | CHAMBERS ANGELA M |
| 230321207 | TC1 | CL | CHAPA JUSTIN A |
| 240002616 | TC2 | CL | CHASE KATHLEEN C |
| 230314430 | SUBP | EM | CHAVEZ BEDOLLA BRENDA |
| 240014919 | SUBP | EM | CHAVEZ JOSIE |
| 230311186 | SC5 | CL | CHAVEZ SUSIE |
| 230312335 | SUBP | EM | CHENNAULT CONNOR D |
| 240017011 | TC2 | P5 | CHILDRESS ALLYSON C |
| 240005531 | SC8 | CL | CISNEROS SERINA |
| 240003500 | TC3S | P5 | COCHRAN SARAH |
| 240008847 | TC2 | CL | COFFMAN CRISTINA E |
| 240012405 | TC2 | CL | CONTRERAS ELIZABETH C |
| 240019003 | P12E | CD | CONTRERAS-PEREZ NANCY |
| 240013529 | TC1 | CL | COOPER AMANDA M |
| 240000295 | TC2 | CL | CORRALES ALBERTO B |
| 240000296 | SC1A | CL | CORRALES ALBERTO B |
| 240004981 | SUBP | EM | COTTER JOHN |
| 240019408 | TC2 | CL | COVARRUBIAS ESPERANZA |
| 230313901 | SC1A | CL | COX BRIAN C |
| 230313900 | TC1 | CL | COX BRIAN C |
| 240007452 | TC2 | CL | CRAWFORD DANA L |
| 230312431 | TC2 | P5 | CRISTOBAL MOSERA A |
| 240004249 | TC1 | CL | CROOKHAM DANIEL P |
| 240004273 | TC3A | CL | CROOKHAM DANIEL P |
| 240020345 | TC2 | P5 | CRUZ YESSENIA S |
| 240024812 | SUBP | EM | DAVALOS-RODRIGUEZ JAQUELINE |
| 240018147 | SUBP | EM | DAVILA NATALIE |
| 240014910 | SUBP | EM | DEAN TAMARA D |

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| 240019804 | SUBP | EM | DELEON-REBELES CHRISTINA |
| 230284779 | SC8 | CL | DELGADILLO ASHLEY |
| 240003023 | SUBP | EM | DELGADO JASON |
| 230315265 | TC2 | CL | DELGADO PATRICK V |
| 240003357 | SUBP | EM | DELGADO-MARABEL OSCAR D |
| W23001996 | SA14 | WV | DIAZ MONICA |
| 240014395 | TC2 | CL | DILLON RHONDA L |
| 230313924 | TPSL | TL | DOMINGUEZ FRANCES |
| 230316593 | SC1A | CL | DONAHUE LATRICIA L |
| 240008879 | TC2 | CL | DONKIN LISA A |
| 240017518 | SUBT | EM | DOUGHERTY MORGAN D |
| 230320169 | TC2 | CL | DUARTE MELISA |
| 230311727 | SUBP | EM | DUCKWORTH MEGAN N |
| 240013791 | SUBP | EM | DUKE WILLIAM R |
| 240013618 | SUBP | EM | DUNN MOLLY S |
| 230321260 | SUBP | EM | DURAN JIMENEZ SANDRA |
| 240003894 | TC1 | CL | EASTMAN JEFFREY J |
| 240004559 | TC1 | CL | EDDE PAMELA A |
| 230313996 | TC2 | CL | ELLIS NOREENE |
| 240004251 | TC4V | CL | EREDIA CATHERINE M |
| 240014203 | TC2 | CL | ERVIN SUSAN G |
| 240002236 | SUBP | EM | ESKRIDGE JENNIFER F |
| 240004174 | SC1A | IN | ESPINOZA MICHELLE I |
| 240001042 | TC2 | P5 | ESTES BERNANDETTE |
| 240017501 | SUBP | EM | ESTRADA JESSE T |
| 240016009 | TC3S | P5 | ESTRADA-NUNEZ MARIO |
| 240003569 | TC2 | IN | EVANS ANNA |
| 240017108 | SUBP | EM | FABING CONNOR |
| 240014226 | TC2 | CL | FAIRLESS DONNA E |
| 240012383 | SC1A | P1 | FARMER DANIEL S |
| 230313134 | TC3H | CL | FELIX DANIEL R |
| 230313133 | TC2 | CL | FELIX DANIEL R |
| 230321039 | SUBP | EM | FESPERMAN DEBRA D |
| 240017560 | SUBP | EM | FIGUEROA MANZO MIRIAM |
| 240008031 | SC8 | CL | FINDLEY BROOKE R |
| 240013808 | TC2 | CL | FISHER DARCEY L |
| 240016589 | SUBP | EM | FISHER RYAN J |
| 240001453 | P12C | CD | FLORES FLORES ALEJANDRA |
| 230314139 | SUBP | EM | FLORES SALAZAR LIZ |
| 240000852 | SUBP | EM | FOLL CRAIG M |
| 240015087 | SUBP | EM | FONSECA RAYMOND |
| 230318430 | TC3S | P5 | FORREST KACIE |
| 230313667 | SUBP | EM | FRANCO-GONZALEZ JOSE A |

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| 240014173 | TC1 | CL | FREED KRISTY L |
| 240002052 | SC1A | CL | FREITAS DAVID J |
| 240002051 | TC2 | CL | FREITAS DAVID J |
| 240009292 | TC2 | P5 | FREITAS MARISSA D |
| 240010583 | SUBP | EM | FRENCH NICOLE |
| 230318314 | SUBP | EM | FRIAS ALEJANDRO |
| 240011815 | P12C | CD | FUENTES HERRERA MARICELA |
| 240009228 | TC1 | CL | FUSCO MICHAEL W |
| 240024911 | SUBP | EM | GALAN ERIC |
| 240001495 | P12A | CD | GALLEGOS BARRIOS ESMERALDA |
| 240011371 | P12A | CD | GARCIA BARRIGA GISELLE |
| 230321144 | TC2 | CL | GARCIA DARCIE L |
| 230316994 | SUBP | EM | GARCIA GUIDO NANCY |
| 230316904 | TC1 | CL | GARCIA JAVIER |
| 240013128 | TC2 | CL | GARCIA JENNIFER M |
| 240016040 | P12C | CD | GARCIA KATE A |
| 240013361 | SUBP | EM | GARCIA KATRINA |
| 230314222 | TC13 | SL | GARCIA KESHIA M |
| 240020547 | SUBP | EM | GARCIA MARIBEL |
| 230316309 | SUBT | EM | GARCIA MARLENE |
| 240011828 | TC2 | CL | GARLAND MINDY R |
| 240000715 | SUBP | EM | GILTON KIMBERLY D |
| 240007536 | TC2 | CL | GOMES AARON V |
| 230321075 | SUBP | EM | GOMEZ MICHELLE A |
| 230319389 | SUBP | EM | GOMEZ OLIVIA |
| 240018910 | SA13 | EM | GONZALES ANDREW P |
| 230320347 | SUBP | EM | GONZALES GABRIELA J |
| 240003570 | TC2 | CL | GONZALEZ BRENDA |
| 240008242 | SUBT | EM | GONZALEZ GALARZA ESTEFANY G |
| 240018066 | P12B | CD | GONZALEZ GUTIERREZ JESSICA J |
| 240011774 | P12C | CD | GONZALEZ NICOLE |
| 230311810 | SUBP | EM | GONZALEZ VILLALAZ LESLIE |
| 240000080 | TC1 | CL | GOODMAN BENJAMIN W |
| 240017480 | TC2 | CL | GRECO JULIE A |
| 240017599 | SUBP | EM | GREENLAND MATTHEW |
| 240014282 | SUBP | EM | GREGOR TRAVIS |
| 240017849 | SC1A | P5 | GRIFFIN KAREN A |
| 230311864 | TC1 | CL | GRIMM BRETT E |
| 240006290 | SUBP | EM | GROGAN BROOKLYNN V |
| 230316657 | TC2 | CL | GUERRERO ROSA E |
| 230316668 | SC1A | CL | GUERRERO ROSA E |
| 240009037 | SC1A | CL | GUNNING LAURA L |
| 240009036 | TC2 | CL | GUNNING LAURA L |

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| 240007577 | SUBP | EM | GUTIERREZ ANTHONY |
| 240002693 | SUBP | EM | GUTIERREZ ENID |
| 230318476 | TC10 | SL | GUTIERREZ MISAEAL |
| 230321123 | SUBP | EM | GUTIERREZ NANCY |
| 230317876 | SUBP | EM | GUTIERREZ WENDOLIN |
| 240014876 | TC3H | CL | HAAS LUTHER E |
| 240002122 | SUBP | EM | HACKETT EARL C |
| 240020778 | SUBP | EM | HAGEN SARA A |
| 240018651 | SA12 | C8 | HANVEY GREG D |
| 230311962 | TC1 | CL | HARDY LISA M |
| 230316974 | TC2 | CL | HARRELL STEVEN C |
| 230313608 | SUBP | EM | HATCH OLIVIA |
| 240020423 | TC1 | CL | HAWKINS-ANDRIGHETTO KOURTNEY A |
| 190096117 | TC1 | CL | HEDGES CAROL |
| 240004005 | SUBP | EM | HELO-ESQUEDA MARIBEL G |
| 240014371 | TC1 | CL | HERINGER ROCHELLE M |
| 240007068 | SUBP | EM | HERNANDEZ ALEX |
| 230313094 | SUBT | EM | HERNANDEZ ISMAEL |
| 230318449 | TC10 | ML | HERNANDEZ MARGARITA |
| 230319007 | SUBP | EM | HERNANDEZ MAYRA |
| 190265893 | TC1 | CL | HERNANDEZ OLGA |
| 230310244 | TC3S | P5 | HERNANDEZ PATRICIA |
| W23001901 | SA14 | WV | HERNANDEZ RODRIGUEZ MIRIAM |
| 240007843 | P12C | CD | HERNANDEZ VALERIE C |
| 230320386 | SUBP | EM | HERNANDEZ VANESSA |
| 230313095 | SUBT | EM | HERRERA CHERIE K |
| 240014741 | SUBP | EM | HERRERA-PRIETO CAROLINA |
| 230320615 | SUBP | EM | HIDALGO CAROL |
| 240002333 | TC2 | CL | HIGHT DANA L |
| 240004606 | TC3S | CL | HIRNI NICOLE B |
| 240012920 | SUBP | EM | HOGAN BIANCA |
| 230311464 | SUBT | EM | HOLGUIN ROSIE |
| W23001997 | SA17 | WV | HOLT ANTHONY |
| 240000279 | TC2 | CL | HOUSER JODI R |
| 230318669 | TC1 | CL | HUERTA, JR. SAMUEL F |
| 230188946 | SA12 | EM | HUGHAN LINDSTRAND DEVRI |
| 230317559 | TC1 | P5 | HUGHAN LINDSTRAND DEVRI S |
| 240005471 | TC1 | CL | HURTADO VARGAS MARIA |
| 230320761 | TC2 | CL | HYDER KIRSTEN J |
| 230313091 | SUBT | EM | HYLES ROBERT Z |
| 240011762 | P12C | CD | IBARRA CAMPOS YESICA |
| 230319134 | SUBP | EM | IBARRA HERLINDA G |
| 240025171 | SC5 | CL | ISLAS DIANA |

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| 230319765 | SUBT | EM | IVEY JASMINE |
| 240007006 | TC2 | P5 | JARAMILLO ANALI P |
| 230319594 | TC13 | SL | JARQUIN GERARDO |
| 240012511 | TC2 | CL | JIMENEZ ABELINA |
| 240012514 | TC3G | CL | JIMENEZ ABELINA |
| 240017850 | SUBP | EM | JIMENEZ ELIZABETH |
| 240019339 | SUBP | EM | JIMENEZ LILIANA M |
| 240002209 | TC2 | CL | JOHNSON SANDRA G |
| 240016125 | TC2 | CL | JOHNSON VICTORIA L |
| 240015059 | TC1 | CL | JOLLY MARY R |
| 240003470 | TC1 | CL | JORDAN TAYLOR B |
| 240019849 | SUBP | EM | JUAREZ VERONICA |
| 240012653 | SC1A | CL | KALFAYAN CARY W |
| 240012636 | TC4A | CL | KALFAYAN CARY W |
| 230317854 | SUBP | EM | KAUR RAJVINDER |
| 240008582 | TC2 | CL | KEARNAN MELANIE J |
| 240016492 | SA13 | EM | KEKAUALUA AUTUMN |
| 240016458 | TC1 | P5 | KEKAUALUA AUTUMN |
| 230321017 | TC2 | CL | KELLY JACQUELINE M |
| 230191557 | SUBP | EM | KIRK CLIFFORD |
| 230319757 | SUBT | EM | KNUTSON JESSICA |
| 240011583 | TC2 | CL | LAMB MICHELE B |
| 240014428 | TC3S | L2 | LAND JENNIFER M |
| 230314319 | TC2 | CL | LANDRY CURTIS N |
| 230316950 | SC5 | CL | LANGLIE TERRY R |
| 240010419 | TC2 | CL | LAWRENCE JENNIFER A |
| 240001054 | TC1 | P5 | LAZARO ZACARIAS |
| 240005105 | SUBP | EM | LEDEZMA MARTINEZ MARIBEL G |
| 240010523 | TC1 | CL | LEE DARYL G |
| 240001753 | TC2 | CL | LEE KRISTIN E |
| 240021036 | SUBP | EM | LEMUS MARTINEZ FABIAN |
| 230313506 | SC3A | P1 | LEONARDO ROBYN C |
| 230260638 | SUBP | EM | LEWIS HEATHER |
| 240010867 | SC1A | CL | LEWIS JANA T |
| 240008734 | TC1 | CL | LEWIS JANA T |
| 240011116 | TC1 | CL | LILLY-PORTER KRISTIN M |
| 240020545 | SUBP | EM | LINAN VAZQUEZ NOEMI A |
| 230313092 | SUBP | EM | LIU CRYSTAL |
| 240020438 | SUBP | EM | LOFSTEDT ERIC R |
| 240014344 | TC2 | CL | LONG CHAD W |
| 240011333 | P12C | CD | LOPEZ ALIYAH |
| 240018168 | TC14 | SE | LOPEZ LUIS F |
| 240000695 | SUBP | EM | LOPEZ-PELCASTRE ANGELES |

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| 240004295 | SUBP | EM | LOZA-HERNANDEZ ADRIENNE R |
| 240013580 | SUBP | EM | LOZANO DENISE |
| 240021142 | SUBP | EM | LOZANO DORIAN |
| 230314243 | SC5 | CL | LUNA GABRIEL J |
| 240017316 | TC1 | P5 | LUNA GLORIA |
| 240016319 | SUBP | EM | LUNA GLORIA |
| 230310627 | TC1 | CL | LUTTRELL CHRISTOPHER |
| 240009407 | SUBP | EM | MACHUCA LAURA |
| 240018197 | TC2 | P5 | MACIAS NANCY |
| 230319979 | SUBP | EM | MALCOLM BRITTANY D |
| 230312482 | TC13 | SL | MALDONADO MARISOL |
| 230314391 | SUBP | EM | MALDONADO MAYRET P |
| 230318394 | TC2 | CL | MANNING ESTHER |
| 230320009 | SUBP | EM | MANZO MANZO YESICA |
| 240018255 | SUBP | EM | MARI PATRICIA J |
| 230315492 | SUBP | EM | MARLIN NOHELLE |
| 240007901 | TC2 | CL | MARROQUIN CHRISTINA |
| 240000331 | SUBP | EM | MARROQUIN GARCIA SOCORRO |
| 230316142 | TC2 | CL | MARTIN JILL M |
| W23001902 | SC5 | WV | MARTINEZ EVEDICIA |
| 230311179 | SUBP | EM | MARTINEZ-CAMACHO DANIELLA |
| 240013689 | SUBP | EM | MATTHEWS ANITA M |
| 240013595 | SUBP | EM | MAYORGA MENDEZ LILIANA |
| 240021192 | SUBT | EM | MCANDREWS SARA M |
| 240014751 | SUBP | EM | MCCLURE HEATHER N |
| 240009785 | TC2 | CL | MCCOWAN KARLIE B |
| 230315883 | SUBP | EM | MEDEIROS MATTHEW |
| 240009329 | TC2 | CL | MEDINA DEBORAH S |
| 240015608 | TC1 | CL | MELLO II FRANK S |
| 230314226 | SUBP | EM | MENDEZ GUADALUPE |
| 240015114 | SUBP | EM | MENDEZ JHOANA |
| 230317586 | TC13 | ML | MENDEZ JULIA |
| 240015596 | SUBP | EM | MENDOZA ARACELI N |
| 230316338 | SUBP | EM | MENDOZA VALENCIA BRISEIDA |
| 240019830 | SC5 | CL | MERZOIAN BRENDA A |
| 230319611 | TC2 | CL | MEZA ANGELICA M |
| 230316941 | SUBT | EM | MEZA RODRIGO |
| 230311431 | SUBP | EM | MIRABAL VANESSA |
| 240013613 | SC4 | CL | MITCHELL JULIE J |
| 240009211 | TC1 | CL | MIXTER NEAL N |
| 240010642 | TC2 | CL | MOHS LAURA C |
| 230316944 | SUBT | EM | MOISA JENNIFER E |
| 240015601 | SUBP | EM | MONTANO NATHANAEL |

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| 240005131 | SC1A | CL | MONTEJANO LISA A |
| 230320143 | SUBP | EM | MONTEMAYOR DYANA |
| 230316934 | SUBT | EM | MONTIEL GIANCARLO A |
| 240000952 | TC2 | CL | MOORE DANNA R |
| 240008287 | TC2 | P5 | MORALES LOPEZ CARINA |
| 230317403 | SUBP | EM | MORAN MARICSA |
| 230143865 | SC5 | CL | MORENO KENDRA |
| 240000786 | P12C | CD | MORENO SOFIA |
| 230317030 | SUBT | EM | MORENO YUNHUA |
| 230311865 | TC2 | CL | MORENO-CEBALLOS BLANCA A |
| 240018998 | TC13 | SL | MORENO-PEREZ CRYSTAL |
| 240004255 | SUBP | EM | MORILLON ESPINO EDITH |
| 240003538 | SC1A | P1 | MORRIS-SHAWN KOURTNEE N |
| 240007553 | SUBP | EM | MOSQUEDA DANIEL E |
| 240019235 | SUBP | EM | MOTL ASHLEY L |
| 240014901 | SUBP | EM | MUNDAY TREVOR |
| 230316815 | TC13 | SE | NASELLO ANGELA M |
| 240000607 | SUBP | EM | NEARY RONALD |
| 230311398 | TC1 | CL | NEUHAUS LINDA K |
| 240011051 | CTE | CL | NEWSOM JON S |
| 230320608 | SUBP | EM | NUNES RYAN J |
| 230315732 | SUBT | EM | NUNEZ MAKAYLA N |
| 240017538 | SUBP | EM | OCHOA ALMA T |
| 240023960 | SUBP | EM | OCHOA GUILLERMINA |
| 230052114 | TC3S | CL | ODEN-SEALS KRYSTAL |
| 200184564 | TC1 | CL | ODEN-SEALS KRYSTAL |
| 240017452 | TC4V | CL | OLIVAS ROSIE A |
| 240018049 | TC2 | CL | OPPENHUIZEN SCOTT A |
| 230317737 | TC3S | P5 | ORTEGA-SEGOVIANO MELINA |
| 230042924 | P12D | CD | OSORIO HILDA |
| 230313892 | SUBP | EM | PALAFOX LANE A R |
| 240015472 | SUBP | EM | PALERMO MATTHEW |
| 240009998 | TC1 | CL | PAREDES JUSTIN B |
| 240015085 | TC2 | CL | PARKE GLORIA L |
| 240000892 | TC1 | CL | PARKS ASHLEY L |
| 240007956 | SUBP | EM | PARSONS HANNAH R |
| 240006172 | TC1 | CL | PATRICK IRA D |
| 240006173 | TC3A | CL | PATRICK IRA D |
| W23002002 | SA17 | WV | PATTERSON TERRA E |
| 240018700 | SC5 | CL | PELTZER QUINN P |
| 240018699 | TC2 | CL | PELTZER QUINN P |
| 240000669 | SUBP | EM | PENA ASHLEY |
| 230312463 | TC13 | ML | PENA KAYLA M |

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| 230313629 | SUBP | EM | PERALTA AMBER |
| 230320670 | SUBP | EM | PEREZ ALFREDO |
| 230317315 | SUBP | EM | PEREZ ERICA |
| 230314853 | CTE | P3 | PEREZ LISA E |
| 230314614 | SUBP | EM | PLASCENCIA JAZLYN |
| 230314999 | SUBT | EM | PLASENCIA ANAYA YAZMIN |
| 240011191 | SC1A | CL | POLK LETHEL |
| 240011190 | TC1 | CL | POLK LETHEL |
| 240004536 | TC2 | P5 | PORTER KATELYN B |
| 240014152 | TC2 | CL | PORTILLO-NICHOLS VERONICA A |
| 230317753 | TC3S | CL | POSTELL DOMINIQUE N |
| W23001928 | SA17 | WV | PRICE JARED J |
| 230319839 | TC10 | SL | PRINS MELISA N |
| 230315258 | SC8 | CL | PRUITT KELSI C |
| 240007677 | SUBP | EM | QUEMQUEM MARJAN |
| 230318335 | SUBP | EM | QUEVEDO MONICA |
| 240019568 | TC1 | CL | QUEZADA LAURA |
| 230316159 | SUBP | EM | QUEZADA MEJIA XOCHITL |
| 240008862 | SUBP | EM | QUILING RACHELLE |
| 240018073 | P12C | CD | QUIROZ CHOMBO SELENE |
| 240017465 | SUBP | EM | RAFANAN SHELBY L |
| 240012635 | SUBP | EM | RAMIREZ CHEYENNE R |
| 240015422 | SUBP | EM | RAMIREZ MARGARITA |
| 230314982 | SUBT | EM | RAMIREZ ZUNIGA LAURA V |
| 230315789 | TC1 | IN | RAMIREZ-BERBER ISMAEL |
| 240002195 | SUBP | EM | RAMOS ESPINOZA DIANA S |
| 240009766 | SUBP | EM | RAMOS GUADALUPE |
| 240011022 | P12C | CD | RAMOS MARIA D |
| 240016679 | SC1A | CL | RAMSHAW GINA S |
| 240016678 | TC2 | CL | RAMSHAW GINA S |
| 240020916 | P12C | CD | RANGEL LEMUS ALMA V |
| 230254670 | SUBP | EM | RAYO SALAZAR OSCAR |
| 240004197 | TC3S | CL | RECENDEZ CARA C |
| 230318377 | SUBP | EM | RENTERIA CESAR |
| 240016493 | TC1 | CL | RENTERIA MARIA E |
| 230313571 | SUBP | EM | RESER MADISON E |
| 230320186 | TC1 | CL | REYERO CATALINA |
| W24000206 | SA17 | WV | REYES JENNIFER A |
| 240005366 | P12E | CD | REYES VERONICA D |
| 240018335 | SUBP | EM | REYNA EDITH |
| 240020793 | SUBP | EM | REYNA MARTIN ALEJANDRA |
| 230318302 | SUBP | EM | REYNOSA KATELYN |
| 240019035 | SUBP | EM | REYNOSO ARELLANO MARIA |

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| 240013117 | TC2 | CL | RICHMOND NATHAN J |
| 240008162 | TC2 | CL | RICHMOND STACY R |
| 240019639 | SUBP | EM | RIEPING ANGELICA |
| 240019640 | TC2 | CL | RIEPING ANGELICA |
| 240001560 | SC1A | P5 | RIFFEL LORINDA S |
| 230321077 | SUBP | EM | RIGHETTI MARC |
| 240001056 | SUBP | EM | RIVAS ALFARO ZITLALY |
| 240004466 | SUBT | EM | RIVERA CARLOS |
| 230320102 | P12C | CD | RIVERA FELIPE |
| 240001180 | TC13 | SL | ROBERTS MORGAN |
| 230315158 | SUBP | EM | RODRIGUEZ ALEJANDRA M |
| 240003136 | SUBP | EM | RODRIGUEZ ESTEBAN |
| 240018817 | TC2 | CL | RODRIGUEZ FIDELA |
| 240010687 | TC13 | SL | RODRIGUEZ JOANNE E |
| 230320283 | P12A | CD | RODRIGUEZ LINDA A |
| 240021279 | TLA1 | AL | ROLDAN MARJORIE E |
| 230264190 | SA12 | CL | ROMERO DANIEL |
| 240016582 | SUBP | EM | ROONEY CAITLIN D |
| 230312460 | TC13 | SE | ROSALES JUAN |
| 240018947 | TC1 | CL | ROSE KEVIN A |
| 230319766 | SUBT | EM | RUBALCABA DESTINY |
| 230319829 | SC1A | CL | RUBLE NANCY M |
| 230315100 | SUBP | EM | RUNTAL CLARITA |
| 230315097 | SUBP | EM | RUVALCABA CECILY |
| 240013731 | SUBP | EM | SAETEURN AARON T |
| 240010925 | P12B | CD | SALAS LUGO RUTH J |
| 240007789 | SUBP | EM | SALAZAR LUIS A |
| 230319180 | SUBP | EM | SALCEDO ELIZABETH |
| 230319875 | TC2 | IN | SAMANO LESLIE |
| 230314078 | SUBP | EM | SANCHEZ BRENDA C |
| 240000375 | TC2 | CL | SANCHEZ MICHELLE |
| W24000009 | SC8 | WV | SANDOVAL DAISY |
| 230320153 | P12B | CD | SANTILLAN ALVARADO ELVIRA |
| 240005663 | SUBP | EM | SAUCEDO NANCY Y |
| 240014442 | TC2 | CL | SBARDELLA PAULA M |
| 240018515 | CTE | P3 | SCOTT ROBERT J |
| 240006140 | TC1 | CL | SCUDDER CARL A |
| 240006147 | SUBP | EM | SCUDDER PATRICIA A |
| 240023728 | CTE | P3 | SEPULVEDA ELIZABETH |
| 230317729 | TC3S | CL | SEVIER ELENA M |
| 240018547 | TC1 | P5 | SHANNON EMILY V |
| 230319474 | SUBP | EM | SHARMA LINDSEY C |
| 240006445 | CTE | CL | SHELDON SHELLY S |

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| 240006589 | TC2 | CL | SILL SARAH E |
| 240007426 | SUBP | EM | SILVA DAISY |
| 240011731 | TC2 | P5 | SILVA FUNEZ NEREYDA T |
| 240013514 | TC2 | CL | SIMOES JANELLE M |
| 240019763 | TC2 | CL | SMITH DEBORAH D |
| 240007545 | SUBP | EM | SMITH HAYWOOD D |
| 230314993 | SUBT | EM | SMITH KAYLENE |
| 230312381 | TC2 | IN | SMITHSON MIKAYLA N |
| 240010454 | SUBP | EM | SMOTHERMON BENJAMIN |
| 240019009 | SUBP | EM | SOLENO JESSICA M |
| 240015502 | SUBP | EM | SOLIS OLIVIA |
| 240013000 | SUBP | EM | SORIA LIZBETH G |
| W23001989 | SC1A | WV | SOUZA CARSON |
| 240022718 | SUBP | EM | SPECK KAYCEE |
| 230297275 | TC2 | CL | STARLING PATRICIA |
| 240013186 | TC1 | CL | STEFANICH MYCHELLE L |
| 240013185 | TC2 | CL | STEFANICH MYCHELLE L |
| 230316002 | SUBP | EM | STEVENS MICHELLE |
| 240004572 | TC2 | CL | STOCKTON DEBORAH L |
| 240009962 | SUBP | EM | STOLZ MICHAEL G |
| 240017103 | TC2 | CL | STONE MELINDA I |
| 230319925 | TC2 | CL | STOVALL KENNETH A |
| 230319926 | SC1A | CL | STOVALL KENNETH A |
| 230312796 | TC1 | CL | STRICKBINE MICHEL L |
| 230319617 | SUBP | EM | SULLIVAN MARY M |
| 240000722 | TC2 | CL | SWINEY TIFFANY D |
| 240016472 | SC5 | CL | TAHA FIDA K |
| W24000014 | SC1A | WV | TANNER JUDAH M |
| W23001988 | SC1A | WV | TARANGO MEGAN E |
| 240018258 | TC1 | CL | TERREL, JR. DAVID G |
| 230311086 | TC3S | CL | THOMPSON MALLORY M |
| 240004493 | SUBT | EM | TOMLINSON MYRANDA |
| 240014673 | TC1 | IN | TORRES ADAM |
| 240017573 | SUBP | EM | TORRES DIANA |
| 240004472 | SUBT | EM | TORRES EFRAIN E |
| 230312298 | SUBP | EM | TORRES VIRGINIA |
| 240009771 | TC4D | CL | TOWNSEND DIANE R |
| 230306986 | P12C | CD | TREVINO LYSETTE |
| 230157217 | SC5 | CL | TRUJILLO LILIANA |
| 230314983 | SUBP | EM | TUCKER KYMBERLY |
| 240013797 | TC2 | CL | TURNER AMBER L |
| 230319935 | TC2 | CL | TURNER WILLIAM L |
| 230319937 | SC1A | CL | TURNER WILLIAM L |

| | | | |
|-----------|------|----|-------------------------------|
| 240013502 | TC2 | CL | TURNER-HAWKINS JILL E |
| W24000121 | SC8 | WV | TUZON ALLYSON |
| 240012390 | TC1 | P3 | ULLOA MARIBEL G |
| 230320600 | TC4J | CL | URIBE PEDRO |
| 240015234 | SUBP | EM | UZZELL MICHELLE D |
| 230313395 | TC2 | IN | VALDEZ CAMILLE K |
| 240009675 | SUBP | EM | VALDEZ JAMIE E |
| 230312464 | TC13 | ML | VALDIVIA FATIMA |
| 240018313 | SUBP | EM | VALENCIA SABRINA |
| 240009416 | SUBP | EM | VALENZUELA LETICIA |
| 240000363 | SUBP | EM | VALLADAREZ CITLALI |
| W23001887 | SC1A | WV | VAN NORTON ANNA S |
| 230295789 | SC1A | P5 | VANDER TUIG GRETCHEN |
| 240008163 | TC2 | CL | VANKHAM KATRINA M |
| 230321104 | SUBP | EM | VARGAS-ALVARADO ANABEL |
| 240003517 | TC1 | P5 | VARTANIAN DUSTIN C |
| 230299800 | TC2 | P5 | VASQUEZ STEPHANIE |
| 230317731 | SUBP | EM | VAZQUEZ EVA M |
| 240001043 | TC2 | P5 | VEITIA CARRIE S |
| 240019550 | TC2 | CL | VELA JENNIFER E |
| 240011393 | SUBP | EM | VELASQUEZ CHELSEA |
| 240001583 | TC3S | CL | VELASQUEZ LANICIA A |
| 240011169 | TC1 | CL | VELASQUEZ VINCENT A |
| 240010904 | TC3S | CL | VICTORINO STEPHANIE A |
| 240000364 | SUBP | EM | VIEYRA NAVARRO ROBERTO |
| 240017775 | SC5 | CL | VILLA MELISSA C |
| 240000949 | SUBT | EM | VILLALOBOS DAPHNE |
| 240024983 | SUBP | EM | VILLALPANDO-MARTINEZ BERENICE |
| 240024272 | SUBP | EM | VILLALTA JENNIFER |
| 240019043 | TC13 | ML | VILLARREAL STEPHANIE |
| 240014634 | TC3S | IN | VIVIES EVELYNE |
| 230312681 | TC2 | CL | WAIDE MELINDA T |
| 240024920 | SUBP | EM | WAINWRIGHT ASHLEY |
| 240025170 | SUBP | EM | WAINWRIGHT NICHOLAS |
| 240021167 | P12E | CD | WALKER MELISSA N |
| 240021437 | SC3A | P5 | WALLIS MALLORY |
| 230083550 | SC1A | CL | WANMER MICHAEL |
| 240007925 | SA12 | C8 | WARREN DESTINEY J |
| 240004075 | SUBP | EM | WEAVER BRENDA M |
| 240004076 | TC2 | CL | WEAVER BRENDA M |
| 240011514 | P12C | CD | WEED JAYCIE |
| 220011213 | TC2 | P5 | WELCH JENNIFER |
| 230320014 | SUBP | EM | WERNER CINDY |

| | | | |
|-----------|------|----|----------------------------|
| 240005358 | SUBP | EM | WILLEMS DAWN |
| 240010412 | SUBP | EM | WILSON CHRISTIAN |
| 240023147 | SUBP | EM | WILSON LINDSEY |
| 240004154 | TC1 | CL | WITHERSPOON MARY J |
| 240000845 | SUBP | EM | WYSE EMILY M |
| 230311964 | TC2 | CL | YADO ALEJANDRA |
| 230247189 | SC5 | CL | YANG TOUA |
| 240014701 | TC3S | IN | YOUNG LAWRENCE |
| 230316947 | SUBT | EM | ZAMARRIPA-CONTRERAS NAYELI |
| 240004531 | SUBT | EM | ZAVALA CRISTOFF |
| 230316812 | SUBP | EM | ZAVALA JESSE J |
| 240017515 | SUBT | EM | ZAVALA MIRIAM |

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

February 14, 2024

| | | |
|-----------------------------|----------------------------------|----------------|
| CERVANTES-SANCHEZ ELIANA | PRELIM ADMIN SVCS | BURTON |
| AGUILERA AYLEEN | CD ASSOCIATE TEACHER PERMIT | CHILD CARE |
| BARRETT SARA | CD TEACHER PERMIT | CHILD CARE |
| HACHE LINDSAY | CD ASSOCIATE TEACHER PERMIT | CHILD CARE |
| SOTO ERMELINDA | CD TEACHER PERMIT | CHILD CARE |
| ESPINO CYNTHIA | STSP: MULTIPLE SUBJ | CUTLER-OROSI |
| VALDEZ GRACIE | CLEAR MN ED SPEC - RENEWAL | CUTLER-OROSI |
| RAMIREZ JULISSA | SLP WVR | DINUBA |
| CONTRERAS RAMIREZ SERGIO | CD TEACHER PERMIT | EARLIMART |
| PACHECO CAITLIN | STSP: ART | EARLIMART |
| MALDONADO SOTO YERANIA | CD PROGRAM DIRECTOR PERMIT | EXETER |
| NEWTON ALESIA D | CD TEACHER PERMIT - RENEWAL | EXETER |
| HERNANDEZ SAN JUANITA | BIL WVR: SPANISH - RENEWAL | FAMERSVILLE |
| QUINTERO BRANDI | CLEAR SS: ENGLISH - RENEWAL | LINDSAY |
| BESE DENISE | EMERG TEACHER LIBRARIAN SVCS | MONSON-SULTANA |
| ARREOLA RUEBEN | DIST INTERN: MULTIPLE SUBJ - EXT | OUTSIDE CREEK |
| ESTRADA JESSE | TPSL: MULTIPLE SUBJ | PLEASANT VIEW |
| AVILA AMANDA | STSP: MN ED SPEC | PORTERVILLE |
| BOLANOS NANCY | BIL WVR: SPANISH | PORTERVILLE |
| CERVANTES RAMIREZ ELIZABETH | ADDED BIL AUTH | PORTERVILLE |
| COTTEN BONNIE | CTE ADDED SECTOR: ECDF | PORTERVILLE |
| ENRIQUEZ-PACHECO IMELDA | INT: ADMIN SVCS | PORTERVILLE |
| GUERRA-MORENO KARINA | DIST INTERN: MULT SUBJ - EXT | PORTERVILLE |
| HERNANDEZ CECILIA | STSP: MULTIPLE SUBJ | PORTERVILLE |
| MENDEZ TERENCE | STSP: MUSIC | PORTERVILLE |
| ROBLES MARISOL | INT: ADMIN SVCS | PORTERVILLE |
| SCOTT ROBERT | PRELIM CTE: ANR; BAF; ICT | PORTERVILLE |
| TAPIA JESSICA | PRELIM MULTIPLE SUBJ - EXT | PORTERVILLE |
| WALSH AMY | DIST INTERN: MULTIPLE SUBJ - EXT | PORTERVILLE |
| HOVER MARGUERITE | CLEAR CLAD | SEQUOIA UNION |
| MILLER MARCY | CLEAR MULTIPLE SUBJ - RENEWAL | SUNDALE |
| AGUIRRE ROSANA | STSP: MN ED SPEC | TCOE |
| CREECH JENNIFER | PIP: MN; ECSE ED SPEC | TCOE |
| FIERRO CARMEN | PRELIM SLP | TCOE |
| GLORIA OLGA | CD TEACHER PERMIT - RENEWAL | TCOE |
| KING JESSICA | INT: SOC SCI | TCOE |
| MINNICK ELIZABETH | PIP: MULTIPLE SUBJ | TCOE |
| PETERSON KATHLEEN | STSP: MN ED SPEC | TCOE |

| | | |
|---------------------------|-------------------------------|-------------|
| WALLACE BRANDON | STSP: EN ED SPEC | TCOE |
| XIONG KHOU | PIP: MN; ECSE ED SPEC | TCOE |
| YZAGUIRRE ROXANA | PIP: MN; ECSE ED SPEC | TCOE |
| HICKS TABITHA | STSP: MULTIPLE SUBJ | TULARE CITY |
| SAENZ KATHLEEN | PRELIM MULTIPLE SUBJ - EXT | TULARE CITY |
| BUZZELLI CLAIRE | PROSPECTIVE SUB PERMIT | VARIOUS |
| DOMINGO CHARLIZE | PROSPECTIVE SUB PERMIT | VARIOUS |
| GALINDO ANTHONY | PROSPECTIVE SUB PERMIT | VARIOUS |
| LEE FAITH | PROSPECTIVE SUB PERMIT | VARIOUS |
| LUNA ESI | PROSPECTIVE SUB PERMIT | VARIOUS |
| LUNA GLORIA | PROSPECTIVE SUB PERMIT | VARIOUS |
| MEDEROS MICHAELA | PROSPECTIVE SUB PERMIT | VARIOUS |
| MENDOZA-QUINTERO LISSETTE | PROSPECTIVE SUB PERMIT | VARIOUS |
| PADILLA ALEJANDRO | PROSPECTIVE SUB PERMIT | VARIOUS |
| POBLETE EDITH | PROSPECTIVE SUB PERMIT | VARIOUS |
| RAMIREZ DANIELA | PROSPECTIVE SUB PERMIT | VARIOUS |
| RAMOS DIANE | PRELIM SCHOOL NURSE | VARIOUS |
| REQUEJO MARISSA | PROSPECTIVE SUB PERMIT | VARIOUS |
| RODRIGUEZ BRIANNA | PROSPECTIVE SUB PERMIT | VARIOUS |
| VALADAO JON | PROSPECTIVE SUB PERMIT | VARIOUS |
| AKERS ASHLEY | PRELIM MULTIPLE SUBJ | VISALIA |
| BARRON KRISTEN | PRELIM MULTIPLE SUBJ | VISALIA |
| BENO CAROLINE | CLEAR MULTIPLE SUBJ - RENEWAL | VISALIA |
| CHILDRESS ALLYSON | PRELIM MULTIPLE SUBJ | VISALIA |
| GODINEZ JOSE | DIST INTERN: FLM - EXT | VISALIA |
| MONTGOMERY NOLAN | STSP: PE | VISALIA |
| NUNES TIFFENY | STSP: MN ED SPEC | VISALIA |
| ROEBUCK TRAVIS | CLEAR SS: PE - RENEWAL | VISALIA |
| ROLDAN MARJORIE | GELAP: ART | VISALIA |
| STEPHENS BRODRICK | DIST INTERN: SOC SCI - EXT | VISALIA |
| MACIAS NANCY | PRELIM MULTIPLE SUBJ | WAUKENA |
| BAEZ FABIOLA | CD TEACHER PERMIT | WOODLAKE |
| CATEDRAL MIRELLA | CD TEACHER PERMIT - RENEWAL | WOODLAKE |
| SACHTLEBEN REGINA | ADDED AUTH: MATH | WOODLAKE |

**APPROVAL OF EMERGENCY PERMITS
FOR FULL-TIME EMPLOYMENT**

February 14, 2024

**Emergency Permits: Online
Recommendations**

| | | |
|-----------------------|--------------|-------------------|
| EMERG CLAD | FARMERSVILLE | CASTANON JENNIFER |
| EMERG CLAD | FARMERSVILLE | MEDINA ROSA |
| EMERG CLAD | FARMERSVILLE | GONZALES ANDREW |
| PIP: MN; ECSE ED SPEC | TCOE | CREECH JENNIFER |
| PIP: MN; ECSE ED SPEC | TCOE | YZAGUIRRE ROXANA |
| STSP: ART | EARLIMART | PACHECO CAITLIN |
| STSP: ECSE ED SPEC | TCOE | CARRANZA GABRIELA |
| STSP: EN ED SPEC | TCOE | WALLACE BRANDON |
| STSP: MN ED SPEC | PORTERVILLE | AVILA AMANDA |
| STSP: MN ED SPEC | TCOE | AGUIRRE ROSANA |
| STSP: MN ED SPEC | TCOE | PETERSON KATHLEEN |
| STSP: MULTIPLE SUBJ | CUTLER-OROSI | ESPINO CYNTHIA |
| STSP: MUSIC | PORTERVILLE | MENDEZ TERENCE |

Emergency Permits: Mailed

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Acceptance of donation from Blanket Ladies

DESCRIPTION/SUMMARY:

Blanket Ladies donated their time, talent and materials to provide the Tulare County Office of Education, Academic Collaborative for Exceptional Learners with 20 fleece blankets and 45 bibs for students attending L.B. Hill Learning Center.

FINANCING:

The dollar value for the items donated is approximately \$525.

RECOMMENDATION:

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY: Nani Dodson

SUBJECT: Fully Executed Amendment - Department of Health Care Services 21-10068 Amendment #A05

DESCRIPTION/SUMMARY:

This amendment makes minor edits to the SOW related to personnel changes and due dates. In addition, Readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y3; total budget remaining \$3,193,000. Budget Year 4 readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y4; total budget remaining \$3,193,000.

FINANCING:

Federal funds allocated under this agreement shall not exceed 3,168,00.00

RECOMMENDATION: Approval

STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A05 CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

| | | |
|---|---|--------------------------------------|
| 1. CONTRACTOR'S NAME Tulare County Office of Education | | 2. FEDERAL I.D. NUMBER 94-6000545 |
| 3. AGENCY TRANSMITTING AGREEMENT Department of Health Care Services | 4. DIVISION, BUREAU, OR OTHER UNIT Community Services Division | 5. AGENCY BILLING CODE 085155 |
| 6a. CONTRACT ANALYST NAME Kristen Dingman | 6b. EMAIL Kristen.Dingman@dhcs.ca.gov | 6c. PHONE NUMBER (916) 345-7673 |
| 7. HAS YOUR AGENCY CONTRACTED FOR THESE SERVICES BEFORE? <input type="checkbox"/> No <input type="checkbox"/> Yes (If Yes, enter prior Contractor Name and Agreement Number) PRIOR CONTRACTOR NAME _____ PRIOR AGREEMENT NUMBER _____ | | |

8. BRIEF DESCRIPTION OF SERVICES

Friday Night Live Technical Assistance and Training Services.

9. AGREEMENT OUTLINE (Include reason for Agreement: Identify specific problem, administrative requirement, program need or other circumstances making the Agreement necessary; include special or unusual terms and conditions.)

This amendment makes minor edits to the SOW related to personnel changes and due dates. In addition, Readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y3; total budget remaining \$3,193,000. Budget Year 4 readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y4; total budget remaining \$3,193,000.

10. PAYMENT TERMS (More than one may apply)

- Monthly Flat Rate Quarterly One-Time Payment Progress Payment
 Itemized Invoice Withhold _____ % Advanced Payment Not To Exceed _____ or _____ %
 Reimbursement / Revenue
 Other (Explain) Payment terms did not change.

11. PROJECTED EXPENDITURES

| FUND TITLE | ITEM | FISCAL YEAR | CHAPTER | STATUTE | PROJECTED EXPENDITURES |
|---|---------------|-------------|---------|------------------------|------------------------|
| SAPT Block Grant via SAMHS | 4260-116-0890 | 21/22 | 21 | 2021 | \$668,000.00 |
| SAPT Block Grant via SAMHS | 4260-116-0890 | 21/22 | 21 | 2021 | \$550,000.00 |
| SAPT Block Grant via SAMHS | 4260-116-0890 | 21/22 | 21 | 2021 | \$100,000.00 |
| SAPT Block Grant via SAMHS | 4260-116-0890 | 22/23 | 43 | 2022 | \$3,288,000.00 |
| SAPT Block Grant via SAMHS | 4260-116-0890 | 23/24 | 12 | 2023 | \$3,168,000.00 |
| SAPT Block Grant via SAMHS | 4260-116-0890 | 24/25 | TBD | 2024 | \$3,168,000.00 |
| OBJECT CODE 4260LF2B-56017-3960050-116-0890-5340580-5432000048 | | | | AGREEMENT TOTAL | \$10,942,000.00 |

STATE OF CALIFORNIA
AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

| | |
|--|---------------------------------------|
| AGREEMENT NUMBER 21-10068 | AMENDMENT NUMBER A05 |
|--|---------------------------------------|

OPTIONAL USE

| |
|--|
| AMOUNT ENCUMBERED BY THIS DOCUMENT \$0.00 |
| PRIOR AMOUNT ENCUMBERED FOR THIS AGREEMENT \$3,168,000.00 |
| TOTAL AMOUNT ENCUMBERED TO DATE \$3,168,000.00 |

I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated above.

| | | |
|--|--|--------------------------------|
| ACCOUNTING OFFICER'S SIGNATURE <i>Fe Orot</i> | ACCOUNTING OFFICER'S NAME (Print or Type) Fe Orot | DATE SIGNED January 2, 2024 |
|--|--|--------------------------------|

12. AGREEMENT

| AGREEMENT | TERM FROM | TERM THROUGH | TOTAL COST OF THIS TRANSACTION | BID, SOLE SOURCE, EXEMPT |
|--------------|------------|--------------|--------------------------------|--------------------------|
| Original | 07/01/2021 | 06/30/2023 | \$824,000.00 | Exempt. See item #13 |
| Amendment 1 | 07/01/2021 | 06/30/2025 | \$1,998,000.00 | Exempt. See item #13 |
| Amendment 2 | 07/01/2021 | 06/30/2025 | \$2,670,000.00 | Exempt. See item #13 |
| Amendment 3 | 07/01/2021 | 06/30/2025 | \$450,000.00 | Exempt. See item #13 |
| Amendment 4 | 07/01/2021 | 06/30/2025 | \$5,000,000.00 | Exempt. See item #13 |
| Amendment 5 | 07/01/2021 | 06/30/2025 | \$0.00 | Exempt. See item #13 |
| TOTAL | | | \$10,942,000.00 | |

13. BIDDING METHOD USED

- Request for Proposal (RFP) (Attach justification if secondary method is used)
 Use of Master Service Agreement
 Invitation for Bid (IFB)
 Exempt from Bidding (Give authority for exempt status)
 Sole Source Contract (Attach STD. 821)
 Other (Explain) SCM Vol. 1, 5.80 A.5 - Gov't Entity (Local/Fed/Other State)

Note: Proof of advertisement in the State Contracts Register or an approved form STD. 821, Contract Advertising Exemption Request, must be attached

14. SUMMARY OF BIDS (List of bidders, bid amount and small business status) (If an amendment, sole source, or exempt, leave blank)

N/A-Amendment

15. IF AWARD OF AGREEMENT IS TO OTHER THAN THE LOWER BIDDER, EXPLAIN REASON(S) (If an amendment, sole source, or exempt, leave blank)

N/A-Amendment

16. WHAT IS THE BASIS FOR DETERMINING THAT THE PRICE OR RATE IS REASONABLE?

Rates align with local governmental pay scales

17a. JUSTIFICATION FOR CONTRACTING OUT (Check one)

- Contracting out is based on cost savings per Government Code 19130(a). The State Personnel Board has been so notified.
 Contracting out is justified based on Government Code 19130(b). When this box is checked, a completed JUSTIFICATION - CALIFORNIA CODE OF REGULATIONS, TITLE 2, SECTION 547.60 must be attached to this document.
 Not Applicable (Interagency / Public Works / Other _____)

17b. EMPLOYEE BARGAINING UNIT NOTIFICATION

- By checking this box, I hereby certify compliance with Government Code section 19132(b)(1).

| | | |
|---|---|--------------------------------|
| AUTHORIZED SIGNATURE <i>Nga Pham</i> | SIGNER'S NAME (Print or Type) Nga Pham | DATE SIGNED January 2, 2024 |
|---|---|--------------------------------|

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STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

| | |
|--|---------------------------------------|
| AGREEMENT NUMBER 21-10068 | AMENDMENT NUMBER A05 |
|--|---------------------------------------|

| | |
|---|---|
| <p>18. FOR AGREEMENTS IN EXCESS OF \$5,000: Has the letting of the agreement been reported to the Department of Fair Employment and Housing? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p> <p>19. HAVE CONFLICT OF INTEREST ISSUES BEEN IDENTIFIED AND RESOLVED AS REQUIRED BY THE STATE CONTRACT MANUAL SECTION 7.10? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p> <p>20. FOR CONSULTING AGREEMENTS: Did you review any contractor evaluations on file with the DGS Legal Office? <input type="checkbox"/> None on file <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A</p> <p>21. IS A SIGNED COPY OF THE FOLLOWING ON FILE AT YOUR AGENCY FOR THIS CONTRACTOR? A. Contractor Certification Clauses <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A B. STD 204 Vendor Data Record <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p> | <p>22. REQUIRED RESOLUTIONS ARE ATTACHED <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A</p> <p>23. IS THIS A SMALL BUSINESS AND/OR A DISABLED VETERAN BUSINESS CERTIFIED BY DGS? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes SB/DVBE Certification Number: N/A</p> |
|---|---|

24. ARE DISABLED VETERANS BUSINESS ENTERPRISE GOALS REQUIRED? (If an amendment, explain changes if any) No (*Explain below*) Yes _____ % of Agreement
N/A-PCC Exempt

25. IS THIS AGREEMENT (WITH AMENDMENTS) FOR A PERIOD OF TIME LONGER THAN THREE YEARS? No Yes (*If Yes, provide justification below*)
N/A-PCC Exempt

I certify that all copies of the referenced Agreement will conform to the original agreement sent to the Department of General Services.

| | | |
|--|---|--------------------------------|
| <small>DocuSigned by:</small> SIGNATURE <i>Kristen Dingman</i> | NAME/TITLE (<i>Print or Type</i>) Kristen Dingman AGPA | DATE SIGNED January 3, 2024 |
|--|---|--------------------------------|

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STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A05**JUSTIFICATION - CALIFORNIA CODE OF REGULATIONS, TITLE 2, SECTION 547.60**

In the space provided below, the undersigned authorized state representative documents, with specificity and detailed factual information, the reasons why the contract satisfies one or more of the conditions set forth in Government Code section 19130(b). Please specify the applicable subsection. Attach extra pages if necessary.

GC 19130 (B)(3): Services are of such a highly specialized or technical nature that the necessary expert knowledge, experience and ability are not available through the civil service system.

Contractor will provide substance use prevention and youth development theories, practice, training, technical assistance, and program support services to facilitate the success of the Friday Night Live (FNL) programs.

The undersigned represents that, based upon his or her personal knowledge, information or belief the above justification correctly reflects the reasons why the contract satisfies Government Code section 19130(b).

| | | | |
|---|---|--------------------------------|--------------|
| SIGNED by:  <small>D02R68AFF4CF4C8...</small> | NAME/TITLE (Print or Type) Vanessa Machado, AGPA | DATE SIGNED January 3, 2024 | |
| PHONE NUMBER (916) 713-8642 | STREET ADDRESS 1501 Capitol Avenue, MS 2622 | | |
| EMAIL vanessa.machado@dhcs.ca.gov | CITY Sacramento | STATE CA | ZIP 95814 |

STANDARD AGREEMENT - AMENDMENT

STD 213A (Rev. 4/2020)

 CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 37 PAGES

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A05

Purchasing Authority Number

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Health Care Services

CONTRACTOR NAME

Tulare County Office of Education

2. The term of this Agreement is:

START DATE

July 1, 2021

THROUGH END DATE

June 30, 2025

3. The maximum amount of this Agreement after this Amendment is:

\$10,942,000.00 (Ten Million, Nine Hundred Forty-Two Thousand Dollars)

4. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

I. The effective date of this amendment is the date approved by DHCS.

II. Purpose of amendment: This amendment makes minor edits to the SOW related to personnel changes and due dates. In addition, Readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y3; total budget remaining \$3,193,000. Budget Year 4 readjusts funds within personnel, shifts funds to Operating and shifts funds to Subcontracts in Y4; total budget remaining \$3,193,000.

III. Certain changes made in this amendment are shown as: Text additions are displayed in bold and underline. Text deletions are displayed as strike through text.

(Continue on next page)

*All other terms and conditions shall remain the same.***IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.****CONTRACTOR**

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

Tulare County Office of Education

CONTRACTOR BUSINESS ADDRESS

6200 South Mooney Boulevard

CITY

Visalia

STATE

CA

ZIP

93277

PRINTED NAME OF PERSON SIGNING

Tim Hire

TITLE

Superintendent

CONTRACTOR AUTHORIZED SIGNATURE

Tim A. Hire

DATE SIGNED

January 3, 2024

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STATE OF CALIFORNIA DEPARTMENT OF GENERAL SERVICES
STANDARD AGREEMENT - AMENDMENT

STD 213A (Rev. 4/2020)

| | | |
|-------------------------------------|--------------------------------|-----------------------------|
| AGREEMENT NUMBER 21-10068 | AMENDMENT NUMBER A05 | Purchasing Authority Number |
|-------------------------------------|--------------------------------|-----------------------------|

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 37 PAGES

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME

Department of Health Care Services

CONTRACTING AGENCY ADDRESS

1501 Capitol Avenue, MS 4200

CITY

Sacramento

STATE

CA

ZIP

95814

PRINTED NAME OF PERSON SIGNING

Robert Strom

TITLE

Chief, Contract Services Section

CONTRACTING AGENCY AUTHORIZED SIGNATURE

Robert Strom

DATE SIGNED

January 3, 2024

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

GC: 16366.7(b)

STD 213A Continuation

- IV. Paragraph 4 (incorporated exhibits) on the face of the original STD 213 is amended to add the following revised exhibit:

| | |
|---|------------|
| Exhibit A Scope of Work | (19 Pages) |
| Exhibit B, Attachment III - Budget Year 3 | (8 Pages) |
| Exhibit B, Attachment IV - Budget Year 4 | (9 Pages) |

Exhibit A Scope of Work, Exhibit B, Attachment III and Exhibit B, Attachment IV shall hereinafter be replaced with the above-mentioned revised exhibits included in this amendment A05.

- V. All other terms and conditions shall remain the same.

**Exhibit A
Scope of Work**

1. Service Overview

Contractor agrees to provide to the California Department of Health Care Services (DHCS) the services described herein. The Contractor will manage the California Friday Night Live Partnership (CFNLP) and provide statewide substance use prevention and youth development theories and practice, training and technical assistance (TTA), and program support services to county Friday Night Live (FNL), Club Live (CL), FNL Kids (FNLK), and FNL Mentoring programs(FNLM) (FNL programs). The purpose of these services is to facilitate the success of the FNL programs in achieving outcomes relevant to the FNL requirements including the Standards of Practice, Members in Good Standing (MIGS), Roadmap, and to ensure accurate data reporting in the DHCS data collection and reporting service, specific to FNL programs.

2. Service Location

The services shall be performed at the Tulare County Office of Education at 6200 South Mooney Boulevard Visalia, CA 93277, and various statewide FNL program locations.

3. Service Hours

The services shall be provided during normal Contractor working hours of Monday through Friday excluding State holidays.

4. Project Representatives

A. The project representatives during the term of this Agreement will be:

| | |
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| <p>Department of Health Care Services</p> <p>Contract Manager: Vanessa Machado Telephone: (916) 713-8642 Email: Vanessa.Machado@dhcs.ca.gov</p> | <p>Tulare County Office of Education</p> <p>Contract Manager: Lynne Goodwin <u>Nani Dodson</u> Telephone: (559)733-6496 Email: lgoodwin@tcoe.org <u>nanid@tcoe.org</u></p> |
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**Exhibit A
Scope of Work**

B. Direct all inquiries to:

| Department of Health Care Services | Tulare County Office of Education |
|---|--|
| Program Operations Section Attention: Vanessa Machado MS 2622 1501 Capitol Avenue P.O. Box 997413 Sacramento, CA, 95899-7413 Telephone: (916) 713-8642 Email: Vanessa.Machado@dhcs.ca.gov | California Friday Night Live Partnership Attention: Katelyn Williford 6200 South Mooney Boulevard P.O. Box Number 5091 Visalia, CA 93278-5091 Telephone: (559)733-6496 Email: katelyn.williford@tcoe.org |

C. Either party may make changes to the information above by giving written notice to the other party. Said changes shall not require an amendment to this Agreement.

5. Services to be Performed

See attached Work Plan.

6. Quarterly Progress Reports

Contractor must submit quarterly written progress reports to the DHCS Project Representative by the first of every third month (November, February, May, September) with the first report due November 1, 2021. The quarterly report and itemized invoice shall correspond with the Scope of Work and budget and include the clear identification of completed tasks. The report must include a summary of the TTA provided for the time period and a year-to-date summary, evaluation results, minutes from the monthly regional conference calls, problems encountered in achieving or failing to achieve proposed objectives and the methods employed to resolve stated problems. The report must accompany the itemized invoice for payment. Itemized invoices must also include supporting documentation such as travel related receipts, detailed general ledgers, payroll and benefit summaries and subcontractor invoices. Itemized invoices will not be processed without receipt of an acceptable corresponding quarterly report. DHCS's Project Representative may request that additional details and supporting documentation be included in the quarterly report. The quarterly written progress report and itemized invoice reporting periods and due dates are shown below:

Exhibit A Scope of Work

| Quarterly Reporting Period | Progress and Invoice Due Date |
|----------------------------|-------------------------------|
| July through September | November 1 |
| October through December | February 1 |
| January through March | May 1 |
| April through June | August 1 |

7. Annual/Final Report

Contractor shall submit a written annual report to the DHCS Project Representative no later than 30 days after the end of each 12 month contract period. The report shall include a summary of the TTA calls, in-person TTA, webinar trainings, toolkits developed, Youth Development Survey summary and statewide report, Member in Good Standing summary, regional conference call summary, and the Leadership Training Institute summary. DHCS's Project Representative may request additional details.

Events Planning and Execution

The Contractor will comply with the following guidance when hosting events. These requirements do not apply to staff meetings to conduct routine business matters:

- A. Contractor will select training event locations that meet federal accessibility requirements for persons with disabilities and will obtain approval from DHCS on selected locations.
- B. Event notices must include the following statement: "If you need a disability-related reasonable accommodation/alternative form for this event, please contact (Name) at (Phone number, E-mail address, and TDD number) by (a date up to two weeks prior to the event)." Contractor is responsible for providing any needed disability-related reasonable accommodations/alternative formats.

8. Key Personnel

If any key personnel that fill the position of **Interim Administrator**, **Program Director**, Program Analysts, or Project Specialist are unable to perform due to illness, resignation, or other factors beyond the Contractor's control, the Contractor shall immediately offer substitute personnel. Paid leaves of absence cannot be supported by this contract.

Exhibit A Scope of Work

9. Contract Oversight

- A. Contractor will provide an Administrator to oversee the operation of the CFNLP and the delivery of TTA and program support. The detailed responsibilities of the Administrator are noted in the Personnel Services section of the Budget Justification.
- B. Contractor and key project staff shall meet or confer with DHCS's Project Representative at least once each month to review progress, formulate plans for the coming month, and discuss any difficulties or problems so that remedies can be developed as soon as possible.
- C. DHCS's Project Representative, or any authorized representative, has the right at any reasonable time to inspect, or otherwise evaluate the work performed or being performed hereunder, including subcontract supported activities, and the premises on which it is being performed. If any inspection, or evaluation is made by DHCS of the premises of the Contractor or subcontractor, the Contractor shall provide and shall require its subcontractors to provide all reasonable facilities and assistance for the safety and convenience of DHCS representatives in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.
- D. DHCS's Project Representative or any authorized representative may attend any events (e.g. webinars, conference calls, training events, etc.) funded through this contract.
- E. All travel must be approved by DHCS. Contractor will submit travel requests 30 days prior to traveling (time permitting).
- F. All products, reports, or materials developed through this contract (such as training curricula or evaluation materials) or through a subcontract, shall be in the public domain and be the property of the State of California and the Federal Government.

10. Americans with Disabilities Act

Contractor agrees to ensure that deliverables developed and produced, pursuant to this Agreement shall comply with the accessibility requirements of Sections 7405 and 11135 of the California Government Code, Section 508 of the Rehabilitation Act of 1973 as amended (29 U.S.C. § 794d), regulations implementing the Rehabilitation Act of 1973 as set forth in Part 1194 of Title 36 of the Code of Federal Regulations, and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.). In 1998, Congress amended the Rehabilitation Act

Exhibit A
Scope of Work

of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. California Government Code Sections 7405 and 11135 codifies Section 508 of the Rehabilitation Act of 1973 requiring accessibility of EIT.

11. Executive Order N-6-22 – Russia Sanctions

On March 4, 2022, Governor Gavin Newsom issued Executive Order N-6-22 (the EO) regarding Economic Sanctions against Russia and Russian entities and individuals. “Economic Sanctions” refers to sanctions imposed by the U.S. government in response to Russia’s actions in Ukraine, as well as any sanctions imposed under state law. The EO directs state agencies to terminate contracts with, and to refrain from entering any new contracts with, individuals or entities that are determined to be a target of Economic Sanctions. Accordingly, should the State determine Contractor is a target of Economic Sanctions or is conducting prohibited transactions with sanctioned individuals or entities, that shall be grounds for termination of this agreement. The State shall provide Contractor advance written notice of such termination, allowing Contractor at least 30 calendar days to provide a written response. Termination shall be at the sole discretion of the State.

**Exhibit A
 Scope of Work**

PROJECT WORK PLAN

A. General Support and Structure

| Objectives | Tasks | Timeframe |
|--|--|--|
| <p>Contractor will provide staffing and organizational structure to provide administration, TTA, and program support services statewide to FNL Programs.</p> | <ol style="list-style-type: none"> 1. Provide substance use prevention and youth development theories and practice, TTA, and support to DHCS for emerging issues and special projects, as requested. 2. Make recommendations to DHCS on the implementation of services provided under this contract and advise DHCS on the implementation of services and support for FNL programs. 3. Work closely and cooperatively with the DHCS Project Representative and respond to all DHCS requests for information and documentation related to the provisions of this contract. 4. Ensure that all approvals, selections, identification processes, TTA and support services are properly and cooperatively vetted through DHCS. This includes, but is not limited to, TTA topics, TTA materials, selection of consultants/FNL Peer Coaches, selection of training locations, travel requests, forms, etc. 5. Engage in trainings/conferences (as funding permits) and other learning opportunities, such as online resources, that commonly provide education and insight to emerging substance use prevention and youth development theories and practice to ensure Contractor stays informed and current. 6. Conduct monthly check-in calls, or more if needed, with DHCS's Project Representative. | <ol style="list-style-type: none"> 1. As needed, as agreed upon and as funding permits 2. Monthly during scheduled call with DHCS or more frequently if needed 3. Within two business days of request 4. Continuously. 5. Continuously 6. Monthly or more frequently if needed |

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 Scope of Work**

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| | <p>7. Coordinate, facilitate and maintain FNL program peer communication and collaboration processes between the six FNL regions including, but not limited to, monthly regional and California Friday Night Live Collaborative (CFNLC) Leadership conference calls, general communications and other processes.</p> <ul style="list-style-type: none"> a) Create and electronically disseminate agendas to participants at least one day prior to the call. b) Record and electronically disseminate minutes to participants within five business days after the call. <p>8. Provide consultants and staff with current information on cultural relevancy and definitions within the National Standards for Culturally and Linguistically Appropriate Services, as necessary.</p> <p>9. Foster relationships across systems and with other organizations that can enhance the TTA for FNL Programs and/or further the engagement of high risk and hard to reach youth.</p> <p>10. Provide start-up stipends to non-FNL counties to support participation in FNL implementation and additional stipends to counties that choose to engage special population partnerships.</p> <p>11. CFNLP will develop and implement processes that include:</p> <ul style="list-style-type: none"> a) Identification and documentation of county intent to participate/receive funding. b) Develop and process county and tribal contracts and payment mechanisms. c) Provide training and certification in HCE to non FNL county program providers, as requested. | <p>7. Monthly or more frequently if needed</p> <p>8. Monthly or more frequently if needed</p> <p>9. As needed</p> <p>10. As needed</p> <p>11. Annually</p> |
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**Exhibit A
 Scope of Work**

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| | <p>12. Utilize Coronavirus Response and Relief Supplement Appropriations Act (CRSSA) and America Rescue Plan Act (ARPA) as pass through funding to implement FNL programs in Modoc County. As the FNL provider, Resources for Indian Student Education, Inc. will engage youth from the to the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria.</p> | <p>12. Anually</p> |
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B. Technology

| Objectives | Tasks | Timeframe |
|--|---|--|
| <p>Contractor will offer and maintain technological services and systems to support the efforts of the FNL programs.</p> | <ol style="list-style-type: none"> 1. Maintain the website domain name www.fridaynightlive.org. Operate and maintain the website on a quarterly basis. It shall provide FNL program information for FNL County Coordinators, FNL participants, DHCS and the general public. The website should function as a network for the FNL field and provide access to educational, programmatic and outcome information regarding FNL Programs. 2. Rebuild the FNL webpage to allow for expansion, enhanced accessibility, increased user interface, and interaction. 3. Ensure the content and information is appropriate, accurate and accessible by sight impaired individuals. | <ol style="list-style-type: none"> 1. At a minimum, review the content quarterly, make necessary updates, obtain DHCS approval if needed and post updated material 2. July 2022-June 2023 <u>2024</u> 3. Continuously |

**Exhibit A
 Scope of Work**

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| | <p>4. Add program materials, funded by this contract, to the CFNLP website as they are developed and approved by DHCS to enable FNL programs to download an electronic version.</p> <p>5. Use the CFNLP website as an opportunity to network and support FNL programs by providing a portal for required programmatic requirements (including but not limited to the MIGS reference documents and all outcome related reports), social media, sharing upcoming event information (i.e., Save the Date, event details), funding opportunities, conference registration, training, etc.</p> <p>6. Maintain and utilize a conference call service to enhance communication and support the CFNLC and the six FNL program regions.</p> <p>7. Maintain and utilize webinar services and internet based platforms to facilitate training and meetings. When applicable, and as funding permits, post pre-recorded webinars to the FNL website for ad hoc viewing.</p> | <p>4. When applicable and upon DHCS approval</p> <p>5. Continuously and within 3 months of the scheduled events</p> <p>6. When applicable</p> <p>7. When applicable</p> |
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| C. Training and Technical Assistance | | |
|---|--|------------------------|
| Objectives | Tasks | Timeframe |
| <p>Contractor will develop, support and maintain a TTA system for FNL programs.</p> | <p>1. TTA will be made available through in-person training, webinars, electronic communication, telephone support and website technology.</p> <ul style="list-style-type: none"> a. A minimum of six webinars (not related to the Youth Development Survey) of varying subject matter will be delivered to the FNL field each contract year. b. TTA via telephone will be provided continuously, documented, and reported to DHCS in the quarterly reports. | <p>1. Continuously</p> |

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Scope of Work

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| | <p>c. In-person TTA will be provided when it is the most beneficial method for the recipient(s) and as funding permits.</p> <p>2. Plan, coordinate and implement one (1) annual multi-day statewide FNL Training Institute that includes but is not limited to:</p> <ul style="list-style-type: none"> a. Collaboration with the CFNLC in providing oversight and coordination for the agenda, content and material development for all workshops/trainings, break-out sessions, etc. b. Coordinate conference calls with the CFNLC to plan the event. Take minutes and electronically disseminate them to the participants. c. Coordinate contract negotiations with hotels and/or event sites that meet the approval of DHCS. Negotiations will include conference and meeting room needs, meeting participant and staff lodging, meals, parking, and other facility costs, as funding permits. d. A registration fee may be collected to off-set the expense of meals, lodging and facility costs. Participants will be responsible for travel to and from the event. <p>3. Plan, coordinate and implement one (1) annual multi-day statewide FNL Youth Summit that includes but is not limited to:</p> <ul style="list-style-type: none"> a. Collaboration with the CFNLC to provide oversight and coordination of the agenda, content and material development for all workshops/trainings, break-out sessions, etc. b. Coordinate conference calls with the CFNLC to plan the event. Take minutes and electronically disseminate them to the participants. c. Coordinate contract negotiations with hotels and/or event sites that meet the approval of DHCS. Negotiations will include conference and meeting room needs, meeting participant and staff lodging, meals, parking, and other facility costs, as funding permits. | <p>2. Annually</p> <p>3. Annually</p> |
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 Scope of Work**

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| | <p>4. Determine when on-site, online, and/or group training is preferable to direct TTA services and accordingly plan and conduct as many training events as needed contingent on available resources.</p> <p>5. Provide TTA that addresses program development needs with the goal of meeting program standards. TTA will include a certification process that will include the HCE practitioner and Responsible Beverage Service (RBS). The CFNLP will develop, execute and manage sub-contracts with appropriate partners/consultants to establish the curricula for these certification programs.</p> <p>6. Record and track TTA activities and training events, outcomes, and evaluation results (location, frequency, topic, cost and trainer).</p> <p>7. Implement a series of training courses and/or webinars on topics most appropriate for FNL programs. Utilize CFNLC input, county assessments, statewide data and the expertise of partners to ascertain FNL program needs and emerging issues.</p> <ul style="list-style-type: none"> a. Develop a training plan for each training event. Each training plan is to be approved by DHCS 30 days prior to the event (time permitting). b. Oversee the design and development of materials for all trainings (agendas, handouts, name badges, registration information, etc.). c. Monitor and track all expenses related to each training event. | <p>4. Continuously</p> <p>5. Continuously</p> <p>6. Continuously</p> <p>7. Continuously</p> |
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**Exhibit A
 Scope of Work**

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| | <p>d. Develop toolkits to support the work of FNL Program providers that reflect new and emerging issues, implementation strategies and processes.</p> <p>8. Identify diverse and culturally proficient consultants and FNL Peer Coaches to provide TTA and program support services to FNL programs.</p> <p>e. Develop, execute and manage sub-contracts with appropriate partners, consultants and FNL Peer Coaches to deliver TTA services when and where appropriate.</p> <p>f. Assign appropriate consultant(s) or staff to meet TTA requests, based upon, but not limited to, priority, type, location, length of each TTA to be provided, direction from DHCS and the FNL Programs, and the Contractor’s assessment of the program’s needs.</p> <p>9. Obtain approval from DHCS prior to the delivery of training services and disseminating materials.</p> <p>10. Roadmap Expansion</p> <p>g. Expand and refine the Roadmap Chapter Guide as needed to reflect the evaluation and lessons learned from the previous implementation.</p> <p>h. If applicable, engage in the Service to Science process related to the Roadmap Chapter Guide.</p> <p>i. Provide training related to each Roadmap module throughout each contract year and at the annual FNL Training Institute to support the continuous improvement process in the adoption of the Roadmap.</p> <p>j. Continue to seek additional opportunities to support the expansion, implementation, refinement, and evaluation of the Roadmap, including but not limited to: conference presentations, grant funding, and evaluative reviews.</p> | <p>8. Continuously</p> <p>9. Continuously</p> <p>10. Continuously</p> |
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Exhibit A
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| | <p>11. Provide technical assistance, mini-grants, tools, and materials to support the implementation of town hall meetings by county FNL programs.</p> <p>12. Perform concentrated TTA to counties receiving CRSSA/ARPA funding for FNL implementation. TTA will occur through telephone calls, e-mails, webinars, and county, regional, and statewide in-person and virtual training. Related travel and incidental costs for staff and local programs will be provided through this grant.</p> <p style="padding-left: 40px;">a. Provide a detailed county list, number of days TTA provided, and a description of TTA provided to each county and to the DHCS representative.</p> <p>13. Conduct a minimum of two webinars for FNL County Administrators on the MIGS purpose, process, and requirements. DHCS will be notified of the webinars through quarterly reporting.</p> <p>14. Support the implementation and expansion of Friday Night Live Mentoring programs through technical assistance, training, and materials development.</p> <p>15. Conduct individual meetings with FNL County Coordinators responsible for the MIGS application.</p> <p style="padding-left: 40px;">a. Meetings will include review of the MIGS purpose, process, and requirements</p> <p style="padding-left: 40px;">b. FNL County Coordinators will be informed of their progress toward meeting MIGS requirements.</p> <p>16. Refine and update program guides for FNLM, CL, and FNLK. This may include, but is not limited to, the inclusion of age-appropriate activities, best practices, and incorporation of lessons learned. CFNLP will review recent literature and consult with experts to determine the updates to be</p> | <p>11. Continuously</p> <p>12. Continuously</p> <p>13. Annually</p> <p>14. Ongoing</p> <p>15. Quarterly</p> <p>16. Annually</p> |
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**Exhibit A
 Scope of Work**

| | <p>made. Results and analysis from the annual Youth Development Survey and FNLM Retrospective Survey will be integrated, as appropriate.</p> | |
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| <p>D. <u>Data Collection and Evaluation</u></p> | | |
| <p>Objectives</p> | <p>Tasks</p> | <p>Timeframe</p> |
| <p>A. Contractor will provide oversight, support and technical assistance with the DHCS data collection and reporting service, specific to FNL programs.</p> | <ol style="list-style-type: none"> 1. Assist DHCS in Ensuring accurate data entry related to the ongoing submission of FNL Chapter related activities. Use the DHCS data collection and reporting service reports and other collected data to monitor progress. 2. Ensure all FNL funded counties complete the Countywide Profile by September 30 of each new State fiscal year, and submit to the Contractor. Monitor monthly from July through September and follow-up with counties that do not have a completed profile. 3. Ensure all FNL funded counties complete Chapter Profiles for each FNL chapter at the beginning of each new State fiscal year or at the time a new chapter is formed, and submit to the Contractor. Monitor monthly and follow-up with counties that have active Chapters without completed profiles. 4. Produce chapter certifications for FNL program sites. 5. Gather and analyze FNL specific data to assist in determining which FNL programs could benefit from TTA. 6. Coordinate with DHCS to provide TTA and webinars relevant to improving and supporting FNL Program staff competency with the DHCS data collection and reporting service, as it relates to FNL. | <ol style="list-style-type: none"> 1. Continuously 2. By September 30 of each contract year 3. Monthly 4. As needed 5. Continuously 6. As needed |

**Exhibit A
 Scope of Work**

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| | <p>c. Results released September 15th of each contractual year</p> <ol style="list-style-type: none"> 3. Use the CFNLC approved MIGS implementation plan detailing criteria, benefits, roles and responsibilities for MIGS submissions. 4. CFNLP will collaborate with the CFNLC to provide guidance and recommendations involving the MIGS certification process for the FNL programs including updates and revisions, when appropriate, that meet the program standards and work to achieve program outcomes. 5. Publically post the MIGS requirements on the CFNLP website and notify new county FNL Coordinators of the MIGS requirements and the process to achieve or maintain a good standing. 6. Utilize the FNL Training Institute and other training events to train and assist FNL funded counties in completing necessary requirements to achieve MIGS certification. 7. Assist FNL programs to complete and submit Technical Assistance Plans to strengthen and meet program standards and MIGS status. 8. Provide recommendations/opportunities for TTA relevant to supporting counties to achieve a MIGS standing. 9. Provide systems to gather, assess and store accountability documents related to MIGS for the CFNLC and DHCS. | <ol style="list-style-type: none"> 3. As needed 4. Within 30 days of being notified of the new hire 5. Continuously 6. Continuously 7. Continuously 8. Continuously 9. Continuously |
| <p>C. Evaluation – FNL Youth Development</p> | <ol style="list-style-type: none"> 1. Coordinate and disseminate the annual FNL Youth Development (YD) Survey to all FNL programs for implementation and in fulfillment of MIGS | <ol style="list-style-type: none"> 1. Process begins every February 15 and will repeat annually |

**Exhibit A
 Scope of Work**

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| <p>(YD) Survey and Analysis</p> | <p>requirements including the FNL Mentor Retrospective Survey where applicable.</p> <ol style="list-style-type: none"> a. The existing FNL YD Survey tool will be utilized and modified, if needed, based on FNL Program input. b. The FNL YD Survey data will be gathered via electronic means (Survey Monkey, Excel spreadsheet, etc.) and in hard copy from those counties that do not have electronic capability. c. The data will be analyzed and synthesized into statewide and county specific reports. d. The survey results will be reviewed with DHCS and utilized to identify areas that could benefit from future program improvements. <p>2. Provide DHCS FNL YD Survey result reports and develop an infographic for approval that reflects the aggregated findings and analysis of all surveyed counties. Once approved by DHCS, post on the CFNLP website and disseminate report and infographic to FNL Counties statewide.</p> <p>3. Provide FNL YD Survey result reports specific to each participating FNL County that reflect the findings and analysis relative to their FNL survey submissions.</p> | <p>2. By July 30 of each contract year <u>CFNLP will consult with DHCS on YD Survey report review relative to administration dates and the Leadership Training Institute</u></p> <p>3. Prior to the annual Leadership Training Institute</p> |
| <p>D. Evaluation – TTA Services</p> | <p>1. Evaluate the quality of the TTA services and assess the outcomes achieved through the services provided. TTA is distinguished from training in that it is provided in an effort to address an individual county’s specific challenges, provide guidance, analysis and recommendations for improvement. It is provided within the context of a continuous improvement process that supports the ongoing advancement of FNL programs.</p> | <p>1. By September 30 of each contract year</p> |

Exhibit A
Scope of Work

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| | <ul style="list-style-type: none"> a. TTA consultations that are of 15 minutes or more will be tracked in a DHCS approved format and reported in the quarterly progress reports identifying the county, staff person/consultant that delivered the TTA, the individual that received the TTA, the length of time, the topic/TTA delivered, session notes and whether additional TTA is needed or already scheduled. b. A DHCS approved annual survey will be administered in August/September of each contract year to all of the FNL County Coordinators to evaluate the quality of TTA delivered during the previous project year and determine the current needs of the field. The results will be compiled and provided to DHCS with the subsequent quarterly progress report. c. The survey results will be reviewed with DHCS and utilized to: <ul style="list-style-type: none"> i. Identify areas where TTA service delivery may need to be improved. ii. Plan for future TTA topics based on field feedback. <p>2. Evaluate the quality of training services and assess the outcomes achieved (webinars, regional trainings, the annual Leadership Training Institute, etc.).</p> <ul style="list-style-type: none"> a. Use a DHCS approved evaluation form to assess the quality and effectiveness of the training. Distribute the form to all training recipients at the end of each training and exercise due diligence to ensure they are completed. b. Prepare an analysis of the completed evaluations, compile the results and submit to DHCS's Project Representative with the quarterly progress reports. c. Review the results with DHCS for areas of quality improvement and to determine priorities for future trainings. d. Adjust training as appropriate and provide CFNLP staff and/or consultants with feedback as needed. | <p>2. Disseminate and collect after each training. Provide DHCS the results as requested</p> <p>3. Annually</p> |
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Exhibit A
Scope of Work

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| | <p>3. Create four infographics illustrating the experiences youth participants have statewide, in the context of the evidence-based FNL Standards of Practice. The illustration will be contingent on the data derived from the content gathered and presented in one-page documents.</p> | |
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Exhibit B, Attachment III
 Budget Year 3
 (July 1, 2023 through June 30, 2024)

Personnel

| Position Title | # of Staff | Annual Salary | FTE % | Annual Cost |
|------------------------------|-------------------|--|----------------|---------------------------|
| <u>Interim Administrator</u> | 1 | 207,444 <u>155,276</u> | 50 % | \$ 403,722 <u>77,638</u> |
| <u>Program Director</u> | <u>1</u> | <u>134,244</u> | <u>25%</u> | \$ <u>33,561</u> |
| Program Analyst | 1 | 81,233 <u>73,884</u> | 55 <u>45</u> % | \$ 44,678 <u>33,248</u> |
| Program Analyst | 1 | 81,233 <u>81,684</u> | 100% | \$ 81,233 <u>81,684</u> |
| Project Specialist | 1 | 60,568 <u>60,684</u> | 100% | \$ 60,568 <u>60,684</u> |
| Project Specialist | 1 | 60,568 <u>60,684</u> | 65% | \$ 39,369 <u>39,445</u> |
| | | Total Salary | | \$ 329,570 <u>326,260</u> |
| | | Fringe Benefits (64.29772 <u>64.5</u> %) | | \$ 211,906 <u>210,438</u> |

Total Personnel 541,476
 \$ 536,698

Operating Expenses

| | |
|------------------------|--------------------|
| Supplies | 3,000 |
| Printing | 5,000 |
| Postage | 1,479 |
| Communication | 4,500 |
| Conferences & Meetings | 466,307 |
| Rent | 7,905 <u>9,241</u> |

Total Operating Expenses 488,191
 \$ 489,527

Travel

Total Travel Expenses \$ 8,000

Subcontracts

Total Subcontracts 2,313,767
 \$ 2,317,209

Equipment

Total Equipment Expenses \$ 0

Other Costs

Total Other Costs \$ 0

Indirect Costs (7.2% of All Expenses, with the exception of pass-through funds)

Indirect Costs \$ 99,175

Annual Budget Total \$ 3,450,609

PERSONNEL SERVICES: \$329,570 326,260

Exhibit B, Attachment III
Budget Year 3
(July 1, 2023 through June 30, 2024)

This is the total cost of personnel services, excluding benefits. Salaries for all personnel are dictated by the Tulare County Office of Education (TCOE) salary schedule. The salary amounts and percentage of full time equivalent (FTE) are forecasted approximations. The services provided through this contract rely heavily on the skills, education, and expertise of the human resources described below.

Interim Administrator: \$103,722 77,638

The **Interim** Administrator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The **Interim** Administrator will be funded 50% FTE of a total annual salary of \$207,444 **155,276**.

Duties include but are not limited to:

- Overall project planning and management.
- Overall administration and supervision of project staff.
- Development of processes and opportunities that ensure that staff are skilled, knowledgeable and accountable.
- Ensuring that project staff, consultants and subcontractors have adequate knowledge, prevention expertise and capacity to provide services that support the goals of the project and are culturally sensitive and linguistically appropriate.
- Working with county Friday Night Live (FNL) programs to identify training and technical assistance (TTA) that will increase the capacity of the programs and expand the depth, breadth and quality of FNL program implementation.
- Providing direct TTA to FNL programs.
- Providing leadership for the implementation of the Leadership Training Institute (LTI) and ensuring that the Leadership Team (LT), Program Analysts, and Program Specialist have structure and support for all aspects of this deliverable.
- Planning, coordination, content design, oversight, implementation and evaluation for the LTI.
- Ensuring that budget controls and expenditures associated with contract activities are allowable and appropriate.
- Ensuring that prior approval is obtained for all travel and TTA.
- Providing administrative and structural support to the California Friday Night Live Collaborative (CFNLC) and the Member in Good Standing (MIGS) review team by ensuring that staffing, logistics, and other aspects are provided for as appropriate to the budget.
- Ensuring that all contract deliverables from service delivery sub-contracts, including reports, are submitted on time and are of high quality.
- Researching, developing and implementing web technology resources as a cost effective way to provide training and information.
- Supporting and maintaining the integrity of the FNL programs.
- Ensuring the use of current prevention technology, such as evidence-based youth development strategies and environmental prevention, and identifying substance use disorder prevention issues affecting youth across California.
- Facilitating continuous knowledge and skill development by gathering information and training opportunities on emerging trends and evidence-based youth development strategies and disseminating to FNL programs.
- Enhancing the success of Substance Abuse Prevention and Treatment block grant (SABG funded FNL programs).

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- Developing relationships across systems that aim to improve and expand the TTA provided by the CFNLP resulting in improved FNL programs at the local level.
- Identifying and developing funding opportunities and the capacity for FNL programs to pursue local, state and federal funds.
- Ensuring the implementation and maintenance of a structure that will ensure that FNL counties maintain a positive MIGS status or are working towards meeting the MIGS requirements.
- Ensuring thorough oversight and technical assistance that FNL programs enter appropriate FNL related data into the Department of Health Care Services (DHCS) data collection and reporting service, the Youth Development Survey and the Retrospective Survey and the data is used for program improvement and evaluation purposes.
- Developing and disseminating techniques and strategies for FNL programs to involve high-risk and underserved youth.
- Ensuring all TTA materials are approved in advance of implementation.
- Track emerging trends and relevant literature related to high-risk alcohol use, prescription drugs, opioid addiction, marijuana, etc. Reports national trends to DHCS.
- Create and implement advanced policy efforts that relate to alcohol and drug use, including policies that support youth engagement.
- In collaboration with DHCS and key stakeholders, participate in planning committees that support the requirements of SABG funding. This includes the Interagency Prevention Advisory Council, State Epidemiological Workgroup and Evidence-based Practices Workgroup.
- Oversee the comprehensive planning for statewide FNL programs that will enhance, sustain and measure an evidence-based high-risk substance use prevention and education program for statewide FNL programs.
- Monitor relevant national and state data, implement needs assessments, and develop new programming based on identified service gaps.
- Prepare reports and presentation materials as needed to include current data, and local and national trends; submit report for publication.
- Work to identify new funding sources for statewide prevention efforts.

Program Director: \$33,561

The Program Director's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Program Director will be funded 25% FTE of a total annual salary of \$134,244.

Duties include, but are not limited to:

- **Coordinating and overseeing evaluation efforts to measure program effectiveness.**
- **Creating reports, presentations, and trainings for the purpose of promotion and sustainability of the FNL program.**
- **Developing training materials for the purpose of assisting FNL counties with identified TTA areas.**
- **Developing and facilitating processes and meetings with statewide FNL programs and youth groups to increase their capacity on FNL principles and standards of practice.**
- **Partnering with statewide and community-based agencies for the purpose of building and strengthening collaborations which utilize a youth development approach.**
- **Providing training to diverse audiences for the purpose of increasing the knowledge, capacity, and effectiveness of coordinators, advisors, and young people.**

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Program Analyst: \$44,678 33,248

The Program Analyst for this project will be funded ~~55~~ **45%** FTE of a total annual salary of ~~\$81,233~~ **73,884**, with additional hours in-kind. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT, and the project staff.
- Providing support to the California Youth Council (CYC) that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Program Analyst: \$81,233 81,684

The Program Analyst for this project will be funded at 100% FTE of a total annual salary of ~~\$81,233~~ **81,684**, with additional hours in-kind. The program analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT and the project staff.
- Providing support to the CYC that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Project Specialist: \$60,568 60,684

The Project Specialist will be funded 100% **FTE** of a total annual salary of ~~\$60,568~~ **60,684**. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

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- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.
- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project

Project Specialist: \$39,369 39,445

The Project Specialist will be funded 65% **FTE** of a total annual salary of ~~\$39,369~~ **39,445**. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.
- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project

Fringe Benefits: \$211,906 210,438

The total benefit package for employees of the TCOE includes health and life insurance, disability insurance, workers compensation, Public Employees Retirement System contributions and Medi-Cal. Approximate

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benefit rate totals 23%-71% of salary, depending on the salary range of each employee. Listed below is a breakdown of benefit percentages:

| BENEFIT | CLASSIFIED MGMT | CLASSIFIED |
|--------------------------------------|------------------------|-------------------|
| PERS | .23 | .23 |
| MEDI | 0.0145 | 0.0145 |
| DISABILITY | 0.0065 | 0.0065 |
| SUI | .0005 | .0005 |
| W/COMP | .0317 | .0317 |
| OPEB FTE annual | \$3,417.00 | \$3,417.00 |
| OPEB SALARY | .0800 | .0800 |
| Health & Welfare (medical) annual | \$22,975.40 | \$23,311.40 |

OPERATING EXPENSES: \$488,191 489,527

a) Supplies: \$3,000

Supply costs include general office supplies such as paper, pens, pencils, print cartridges, copy machine toner, computer peripherals, etc. Approximately \$250.00/mth x 12 months.

b) Printing and Duplication: \$5,000

Printing and duplication costs will include, but not be limited to, program materials, packets, toolkits, manuals, training materials, etc. Approximately \$416.66/mth x 12 months.

c) Postage: \$1,479

Postage costs include routine mailing of written communications that cannot otherwise be e-mailed. Various items requested by the field, such as Roadmap binders, toolkits, etc. Approximately \$123.25/mth x 12 months.

d) Communication: \$4,500

Communications costs include telephone, cellular phone, webinar and FAX costs. Costs include platforms and subscriptions to facilitate monthly regional conference calls, FNL Mentoring conference calls, MIGS workgroup conference calls, LTI planning conference calls, etc. A portion of the cellular phone costs for the Administrator and Program Director. Technical assistance will be offered via telephone as well as on-going contact with county FNL Coordinators and staff. Webinar service subscription will support the facilitation of webinars that will be used as a TTA tool. Other communication tools include online platforms, including but not limited to: Adobe Connect, Zoom, and Canva. Approximately \$375.00/mth x 12 months.

e) Conferences and Meetings: \$466,307

Conference and meetings costs will cover expenses related to statewide (including LTI), Friday Night Live Youth Summit, regional, and local/county meetings and trainings, CFNLC trainings/meetings, MIGS listening sessions, and other collaborative meetings/trainings as deemed necessary and within budget. Prior to any training event, DHCS must review and approve presenters, agendas, and other materials used

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at the training events. In addition, DHCS prior approval will be obtained on the location of the events. This line item will support the offset of registration costs for up to 1,000 youth attending the Friday Night Live Youth Summit scheduled for October 7-8, 2023.

f) Rent: ~~\$7,905~~ 9,241

This line item will pay for rent. This amount represents ~~46.25~~ **42.8%** of the office space fees incurred by the CFNLP, annually. Office space fees are divided across programs within TCOE. Approximately ~~\$658.75~~ **770.00**/mth x 12 months.

Equipment and Equipment Rental: \$0

No equipment costs.

Travel: \$8,000

Travel costs include hotel, mileage and per diem for up to 10 CFNLP staff and up to 20 CYC members to attend statewide meetings, provide on-site TTA, MIGS or CFNLC meetings and travel for other events and/or conferences relating to the contract. Travel may include the staff funded through this contract, in-kind staff traveling expressly for the support of this contract and CYC members traveling to provide training or other efforts directly related to the promotion of FNL programs. Rates of reimbursement adhere to the CalHR approved state rate. DHCS approval will be obtained 30 days prior to travel (time permitting).

Subcontracts: ~~\$2,313,767~~ 2,317,209

The Contractor will establish subcontractors suited for specific TTA, evaluation, county support and technological needs upon approval of this contract. Subcontractors will vary depending on availability and suitability to fulfill the identified needs.

- a) Subcontractor **Kathleen Tebb, University of California San Francisco (UCSF)** TBD - Evaluation TTA services will be provided through a subcontractor to be identified at a later date. Contracted services will be for Youth Development Survey implementation to include the survey tool, webinars to train coordinators/advisors how to administer the survey to the chapter youth, collection of the survey data, analysis of the data, statewide and county specific survey result reports and a presentation of the survey results to the FNL field at the annual LTI conference. \$25,000 total.
- b) Subcontractors **Youth Leadership Institute, Leading to Change, vFairs, Royer Studios, UC Berkely and Why Try** TBD - TTA services may be provided through subcontractors to be identified at a later date. Contracted services will be for on-site trainings, regional trainings, webinars, FNL Youth Summit and LTI. Contracted services could also include consultants to develop program guides for Club Live and FNL Kids. Contracted services could also include Flourish Agenda for additional Healing Centered Engagement training opportunities for the FNL field. Contracted services will include subcontracts for website development/maintenance and technology/website training to ensure ADA compliance. Trainers, peer coaches and field consultants will be selected based on their area of expertise as well as their geographical location in order to meet the needs of the FNL programs in the most economical method. ~~\$242,767~~ **246,209** total with subcontractors not to exceed \$25,000 per subcontractor.
- c) Subcontractors TBD - Stipends may be provided, when applicable, for Leadership Team members, CYC members, and/or youth participants that engage in time consuming committee/membership roles, and/or provide a significant contribution towards meeting the deliverables of this contract. Stipends in the form of checks issued by TCOE may also be provided to non-FNL counties to support their participation in FNL implementation. \$10,000 total.

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- d) Utilize \$25,000 of America Rescue Plan Act (ARPA) as pass through funding to implement FNL programs in Modoc County. As the FNL provider Resources for Indian Student Education Inc. (RISE) will engage youth from the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria. Total \$25,000.
- e) Subcontractors – Provide contracts to county entities, for the purpose of providing foundational funding for FNL and CL programs. Funding amounts vary and are established by a population based formula set forth by DHCS. Costs up to \$1,949,000.
 - a. The CFNLP will utilize an allocations acceptance process to confirm county intent to participate and receive funding through the contracting process.
 - b. Additional incentive funds will be provided for counties with specific efforts to engage special populations (tribal entities, LGBTQ communities, and system-involved youth).
- f) Specialized subcontracts will include trainers TBD for development and implementation of a Responsible Beverage Service (RBS) Training of Trainers (TOT) model. Costs up to \$62,000.

Indirect Cost: \$99,175

The California Department of Education approved an indirect cost rate for the TCOE for the 2023-24 fiscal year of 7.2%. Indirect costs include utilities, janitorial expenses, technical support from data technicians, Internet services, legal support from County Counsel, fiscal and business support, invoice preparation and budget support, personnel services, and guidance and direction from the Tulare County Superintendent of Schools. It is anticipated that all subcontracts will be under \$25,000. As such, the indirect cost rate will be applied to the subcontract total with the exception of the Modoc County allocation and County allocations, which are pass through funds.

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Personnel

| Position Title | # of Staff | Annual Salary | FTE % | Annual Cost |
|---|------------|--|--------------------------|--|
| <u>Interim Administrator</u> | 1 | 228,965 <u>168,576</u> | 50 40% | \$ 114,483 <u>67,430</u> |
| <u>Program Director</u> | <u>1</u> | <u>145,740</u> | <u>20%</u> | \$ <u>29,148</u> |
| <u>Grant Coordinator</u> | <u>1</u> | <u>91,068</u> | <u>75%</u> | \$ <u>68,301</u> |
| <u>Training Coordinator</u> | <u>1</u> | <u>94,212</u> | <u>75%</u> | \$ <u>70,659</u> |
| Program Analyst | 1 | 89,527 <u>80,208</u> | 45 15% | \$ 40,287 <u>12,031</u> |
| Program Analyst | 4 | 89,527 | 100% | \$ 89,527 |
| Project Specialist | 1 | 68,048 <u>66,756</u> | 100% | \$ 68,048 <u>66,756</u> |
| Total Salary | | | | \$ 312,345 <u>314,325</u> |
| Fringe Benefits (60.88 <u>64.96%</u>) | | | | \$ 190,156 <u>204,176</u> |
| | | | | \$502,501 |
| Total Personnel | | | | <u>\$518,501</u> |

Operating Expenses

| | | |
|---------------------------------|------------------------|--------------------------|
| Supplies | 2,000 <u>1,250</u> | |
| Printing | 2,000 <u>1,250</u> | |
| Postage | 2,000 <u>1,000</u> | |
| Communication | 4,000 <u>2,000</u> | |
| Conferences & Meetings | 447,410 <u>444,504</u> | |
| Rent | 7,905 <u>7,801</u> | |
| | | 465,315 |
| Total Operating Expenses | | <u>\$ 457,805</u> |

Total Travel Expenses \$ 6,000

Subcontracts

Total Subcontracts \$ 2,139,057
2,130,567

Equipment

Total Equipment Expenses \$ 0

Other Costs

Total Other Costs \$ 0

Indirect Costs (7.2% of All Expenses, with the exception of pass-through funds)

Indirect Costs \$ 80,127
Annual Budget Total \$ 3,193,000

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PERSONNEL SERVICES: ~~\$312,345~~ **314,325**

This is the total cost of personnel services, excluding benefits. Salaries for all personnel are dictated by the Tulare County Office of Education (TCOE) salary schedule. The salary amounts and percentage of full time equivalent (FTE) are forecasted approximations. The services provided through this contract rely heavily on the skills, education, and expertise of the human resources described below.

Interim Administrator: ~~\$114,483~~ **67,430**

The Administrator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Administrator will be funded 50 **40**% FTE of a total annual salary of ~~\$228,965~~ **168,576**.

Duties include but are not limited to:

- Overall project planning and management.
- Overall administration and supervision of project staff.
- Development of processes and opportunities that ensure that staff are skilled, knowledgeable and accountable.
- Ensuring that project staff, consultants and subcontractors have adequate knowledge, prevention expertise and capacity to provide services that support the goals of the project and are culturally sensitive and linguistically appropriate.
- Working with county Friday Night Live (FNL) programs to identify training and technical assistance (TTA) that will increase the capacity of the programs and expand the depth, breadth and quality of FNL program implementation.
- Providing direct TTA to FNL programs.
- Providing leadership for the implementation of the Leadership Training Institute (LTI) and ensuring that the Leadership Team (LT), Program Analysts, and Program Specialist have structure and support for all aspects of this deliverable.
- Planning, coordination, content design, oversight, implementation and evaluation for the LTI.
- Ensuring that budget controls and expenditures associated with contract activities are allowable and appropriate.
- Ensuring that prior approval is obtained for all travel and TTA.
- Providing administrative and structural support to the California Friday Night Live Collaborative (CFNLC) and the Member in Good Standing (MIGS) review team by ensuring that staffing, logistics, and other aspects are provided for as appropriate to the budget.
- Ensuring that all contract deliverables from service delivery sub-contracts, including reports, are submitted on time and are of high quality.
- Researching, developing and implementing web technology resources as a cost effective way to provide training and information.
- Supporting and maintaining the integrity of the FNL programs.

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- Ensuring the use of current prevention technology, such as evidence-based youth development strategies and environmental prevention, and identifying substance use disorder prevention issues affecting youth across California.
- Facilitating continuous knowledge and skill development by gathering information and training opportunities on emerging trends and evidence-based youth development strategies and disseminating to FNL programs.
- Enhancing the success of Substance Abuse Prevention and Treatment Block Grant (SABG) funded FNL programs.
- Developing relationships across systems that aim to improve and expand the TTA provided by the CFNLP resulting in improved FNL programs at the local level.
- Identifying and developing funding opportunities and the capacity for FNL programs to pursue local, state and federal funds.
- Ensuring the implementation and maintenance of a structure that will ensure that FNL counties maintain a positive MIGS status or are working towards meeting the MIGS requirements.
- Ensuring thorough oversight and technical assistance that FNL programs enter appropriate FNL related data into the Department of Health Care Services (DHCS) data collection and reporting service, the Youth Development Survey and the Retrospective Survey and the data is used for program improvement and evaluation purposes.
- Developing and disseminating techniques and strategies for FNL programs to involve high-risk and underserved youth.
- Ensuring all TTA materials are approved in advance of implementation.
- Track emerging trends and relevant literature related to high-risk alcohol use, prescription drugs, opioid addiction, marijuana, etc. Reports national trends to DHCS.
- Create and implement advanced policy efforts that relate to alcohol and drug use, including policies that support youth engagement.
- In collaboration with DHCS and key stakeholders, participate in planning committees that support the requirements of SABG funding. This includes the Interagency Prevention Advisory Council, State Epidemiological Workgroup and Evidence-based Practices Workgroup.
- Oversee the comprehensive planning for statewide FNL programs that will enhance, sustain and measure an evidence-based high-risk substance use prevention and education program for statewide FNL programs.
- Monitor relevant national and state data, implement needs assessments, and develop new programming based on identified service gaps.
- Prepare reports and presentation materials as needed to include current data, and local and national trends; submit report for publication.
- Work to identify new funding sources for statewide prevention efforts.

Program Director: \$29,148

The Program Director's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Program Director will be funded 20% FTE of a total annual salary of \$145,740.

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Duties include, but are not limited to:

- **Coordinating and overseeing evaluation efforts to measure program effectiveness.**
- **Creating reports, presentations, and trainings for the purpose of promotion and sustainability of the FNL program.**
- **Developing training materials for the purpose of assisting FNL counting with identified TTA areas.**
- **Developing and facilitating processes and meetings with statewide FNL programs and youth groups to increase their capacity on FNL principles and standards of practice.**
- **Partnering with statewide and community-based agencies for the purpose of building and strengthening collaborations which utilize a youth development approach.**
- **Providing training to diverse audiences for the purpose of increasing the knowledge, capacity, and effectiveness of coordinators, advisors, and young people.**

Grant Coordinator: \$68,301

The Grant Coordinator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Grant Coordinator will be funded 75% FTE of a total annual salary of \$91,068.

Duties include, but are not limited to:

- **Overseeing contract deliverables, all aspects of reporting, fiscal oversight, and other grant-related duties.**
- **Managing the subcontracting process for FNL SABG funds, FNL mini-grants, and all other independent contracts & agency agreements.**
- **Developing reporting templates to support FNL SABG fund management.**
- **Monitoring subcontracting process for TTA contracts.**
- **Coordinating with the subcontracted evaluator to support the administration of webinar surveys and the annual Youth Development Survey.**
- **Contributing to the updates of FNL resources and MIGS process.**
- **Identifying new funding sources for statewide prevention and youth development efforts, in partnership with the Interim Administrator.**

Training Coordinator: \$70,659

The Training Coordinator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Training Coordinator will be funded 75% FTE of a total annual salary of \$94,212.

Duties include, but are not limited to:

- **Assessing and identifying training needs across the FNL field through regular TTA calls, regional meetings, and in-person trainings.**

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- **Creating and developing training and resources to build the capacity of youth and adults engaged through the FNL field. This includes: researching topics, creating powerpoint and supporting materials, and identifying expert trainers to help facilitate trainings.**
- **Leading trainings both virtually and in-person.**
- **Managing all training aspects of Leadership Training Institute, FNL Youth Summit, and other trainings as delivered during the course of the project.**
- **Identifying statewide and nationwide partners, coalitions, and networks to support the capacity-building needs of the FNL field.**
- **Contributing to the updates of FNL resources and MIGS process.**
- **Supporting the reporting processes with regard to TTA and training evaluations.**

Program Analyst: ~~\$40,287~~**12,031**

The Program Analyst for this project will be funded ~~45~~ **15%** FTE of a total annual salary of ~~\$89,527~~ **\$80,208**, with additional hours in-kind. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT, and the project staff.
- Providing support to the California Youth Council (CYC) that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

~~Program Analyst: \$89,527~~

~~The Program Analyst for this project will be funded at 100% FTE of a total annual salary of \$89,527, with additional hours in-kind. The program analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.~~

~~Duties include, but are not limited to:~~

- ~~Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.~~

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- ~~Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.~~
- ~~Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.~~
- ~~Providing direct training to the field through webinars and in-person trainings.~~
- ~~Developing training materials and documents to support the CFNLC, LT and the project staff.~~
- ~~Providing support to the CYC that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.~~

Project Specialist: \$68,048 **66,756**

The Project Specialist will be funded 100 % of a total annual salary of \$68,048 **66,756**. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.
- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project

Fringe Benefits: \$190,156 **204,176**

The total benefit package for employees of the TCOE includes health and life insurance, disability insurance, workers compensation, Public Employees Retirement System contributions and Medi-Cal. Approximate benefit rate totals 23%-71% of salary, depending on the salary range of each employee. Listed below is a breakdown of benefit percentages:

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| BENEFIT | CLASSIFIED MGMT | CLASSIFIED |
|--------------------------------------|-----------------|-------------|
| | | |
| PERS | .23 | .23 |
| MEDI | 0.0145 | 0.0145 |
| DISABILITY | 0.0065 | 0.0065 |
| SUI | .0005 | .0005 |
| W/COMP | .0317 | .0317 |
| OPEB FTE annual | \$3,417.00 | \$3,417.00 |
| OPEB SALARY | .0800 | .0800 |
| Health & Welfare (medical) annual | \$23,179.20 | \$23,515.20 |

OPERATING EXPENSES: ~~\$465,315~~ **457,805**

a) Supplies: \$~~2,000~~ 1,250

Supply costs include general office supplies such as paper, pens, pencils, print cartridges, copy machine toner, computer peripherals, etc. Approximately ~~\$166.66~~ **104.17**/mth x 12 months.

b) Printing and Duplication: \$~~2,000~~ 1,250

Printing and duplication costs will include, but not be limited to, program materials, packets, toolkits, manuals, training materials, etc. Approximately ~~\$166.66~~ **104.17**/mth x 12 months.

c) Postage: \$ ~~2,000~~ 1,000

Postage costs include routine mailing of written communications that cannot otherwise be e-mailed. Various items requested by the field, such as Roadmap binders, toolkits, etc. Approximately \$ ~~166.66~~ **83.33**/mth x 12 months.

d) Communication: \$~~4,000~~ 2,000

Communications costs include telephone, cellular phone, webinar and FAX costs. Costs include platforms and subscriptions to facilitate monthly regional conference calls, FNL Mentoring conference calls, MIGS workgroup conference calls, LTI planning conference calls, etc. A portion of the cellular phone costs for the Administrator and Program Director. Technical assistance will be offered via telephone as well as on-going contact with county FNL Coordinators and staff. Webinar service subscription will support the facilitation of webinars that will be used as a TTA tool. Other communication tools include online platforms, including but not limited to: ~~Adebe Connect~~, Zoom, Event Management Platforms, and Canva. Approximately \$ ~~333.33~~ **166.67**/mth x 12 months.

e) Conferences and Meetings: \$ ~~447,410~~ 444,504

Conference and meetings costs will cover expenses related to statewide (including LTI and FNL Youth Summit), regional, and local/county meetings and trainings, CFNLC trainings/meetings,

Exhibit B, Attachment IV
 Budget Year 4
 (July 1, 2024 through June 30, 2025)

MIGS listening sessions, and other collaborative meetings/trainings as deemed necessary and within budget. Prior to any training event, DHCS must review and approve presenters, agendas, and other materials used at the training events. In addition, DHCS prior approval will be obtained on the location of the events.

f) Rent: \$ ~~7,905~~ **7,801**

This line item will pay for rent. This amount represents ~~46.25~~ **36**% of the office space fees incurred by the CFNLP, annually. Office space fees are divided across programs within TCOE. Approximately ~~\$658.75~~ **650.12**/mth x 12 months.

Equipment and Equipment Rental: \$0

No equipment costs.

Travel: \$6,000

Travel costs include hotel, mileage and per diem for up to 10 CFNLP staff and up to 20 CYC members to attend statewide meetings, provide on-site TTA, MIGS or CFNLC meetings and travel for other events and/or conferences relating to the contract. Travel may include the staff funded through this contract, in-kind staff traveling expressly for the support of this contract and California CYC members traveling to provide training or other efforts directly related to the promotion of FNL programs. Rates of reimbursement adhere to the CalHR approved state rate. DHCS approval will be obtained 30 days prior to travel (time permitting).

Subcontracts: \$ ~~2,139,057~~ **2,130,567**

The Contractor will establish subcontractors suited for specific TTA, evaluation, county support and technological needs upon approval of this contract. Subcontractors will vary depending on availability and suitability to fulfill the identified needs.

- a) Subcontractor **Kathleen Tebb, University of California San Francisco (UCSF)** TBD - Evaluation TTA services will be provided through a subcontractor to be identified at a later date. Contracted services will be for Youth Development Survey implementation to include the survey tool, webinars to train coordinators/advisors how to administer the survey to the chapter youth, collection of the survey data, analysis of the data, statewide and county specific survey result reports and a presentation of the survey results to the FNL field at the annual LTI conference. ~~\$23,000~~ **20,000** total.
- b) Subcontractors **Youth Leadership Institute, Leading to Change, vFairs, Royer Studios, UC Berkely and Why Try** TBD - TTA and services may be provided through subcontractors to be identified at a later date. Contracted services will be for on-site trainings, regional trainings, webinars and LTI. Contracted services will include subcontracts for website development/maintenance and technology/website training to ensure ADA compliance. Contracted services could also include Flourish Agenda for additional Healing Centered Engagement training opportunities for the FNL field. Trainers, peer coaches and field consultants

Exhibit B, Attachment IV
Budget Year 4
(July 1, 2024 through June 30, 2025)

will be selected based on their area of expertise as well as their geographical location in order to meet the needs of the FNL programs in the most economical method. ~~\$106,057~~ **100,567** total.

- c) Subcontractors TBD - Stipends may be provided, when applicable, for Leadership Team members, CYC members, and/or youth participants that engage in time consuming committee/membership roles, and/or provide a significant contribution towards meeting the deliverables of this contract. Stipends in the form of checks issued by TCOE may also be provided to non-FNL counties to support their participation in FNL implementation. \$10,000.00 total.
- d) Subcontractors – Provide contracts to county entities, for the purpose of providing foundational funding for FNL and CL programs. Funding amounts vary and are established by a population based formula set forth by DHCS. Costs up to \$1,975,000.
 - a. The CFNLP will utilize an allocations acceptance process to confirm county intent to participate and receive funding through the contracting process.
 - b. Additional incentive funds will be provided for counties with specific efforts to engage special populations (tribal entities, LGBTQ communities, and system-involved youth).
- e) Utilize \$25,000 of America Rescue Plan Act (ARPA) as pass through funding to implement FNL programs in Modoc County. As the FNL provider Resources for Indian Student Education Inc. (RISE) will engage youth from the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria. ARPA (\$25,000). This allocation is not subject to indirect cost charges. \$25,000 total.

Indirect Cost: \$80,127

The indirect cost rate for TCOE has not yet been established but is projected to be 7.2% for the 2024-2025 fiscal year. Indirect costs include utilities, janitorial expenses, technical support from data technicians, Internet services, legal support from County Counsel, fiscal and business support, invoice preparation and budget support, personnel services, and guidance and direction from the Tulare County Superintendent of Schools. It is anticipated that all subcontracts will be under \$25,000. As such, the indirect cost rate will be applied to the subcontract total with the exception of the Modoc County allocation and County Allocations, which are pass through funds.

Certificate Of Completion

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| Envelope Id: 51C96805DC3F416BB1AF229E1EE6F741 | Status: Completed |
| Subject: Complete with DocuSign: 21-10068 A05 Tulare County Office of Education (FNL) - External.pdf | |
| Source Envelope: | |
| Document Pages: 39 | Signatures: 2 |
| Certificate Pages: 5 | Initials: 0 |
| AutoNav: Enabled | Envelope Originator: |
| Envelopeld Stamping: Enabled | Kristen Dingman |
| Time Zone: (UTC-08:00) Pacific Time (US & Canada) | 1501 Capitol Ave |
| | Sacramento, CA 95814-5005 |
| | Kristen.Dingman@dhcs.ca.gov |
| | IP Address: 158.96.4.13 |

Record Tracking

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| Status: Original | Holder: Kristen Dingman | Location: DocuSign |
| 1/2/2024 10:55:33 AM | Kristen.Dingman@dhcs.ca.gov | |
| Security Appliance Status: Connected | Pool: FedRamp | |
| Storage Appliance Status: Connected | Pool: Department of Health Care Services (CA DHCS) | Location: DocuSign |

Signer Events

Tim A. Hire
 tim.hire@tcoe.org
 Superintendent
 Tulare County Office of Education
 Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:

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 Signature Adoption: Pre-selected Style
 Using IP Address: 204.155.11.115

Timestamp

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 Signed: 1/3/2024 8:42:53 AM

Electronic Record and Signature Disclosure:
 Accepted: 1/3/2024 8:42:26 AM
 ID: d3b9530c-e51c-4a13-950d-4e954f858d8d

Robert Strom
 Robert.Strom@dhcs.ca.gov
 Chief, Contract Services Section
 Department of Health Care Services
 Security Level: Email, Account Authentication (None)

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 Signature Adoption: Pre-selected Style
 Using IP Address: 130.41.51.166

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 Signed: 1/3/2024 9:00:22 AM

Electronic Record and Signature Disclosure:
 Not Offered via DocuSign

| In Person Signer Events | Signature | Timestamp |
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| Editor Delivery Events | Status | Timestamp |
| Agent Delivery Events | Status | Timestamp |
| Intermediary Delivery Events | Status | Timestamp |
| Certified Delivery Events | Status | Timestamp |
| Carbon Copy Events | Status | Timestamp |

Christina Soares
 Christina.Soares@dhcs.ca.gov
 Chief, PCD
 Administration, Contracts Division
 Security Level: Email, Account Authentication (None)

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Electronic Record and Signature Disclosure:
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Richard Nelson
Richard.Nelson@dhcs.ca.gov
Asst. Division Chief
Department of Health Care Services
Security Level: Email, Account Authentication
(None)

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Electronic Record and Signature Disclosure:
Not Offered via DocuSign

| Witness Events | Signature | Timestamp |
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| Notary Events | Signature | Timestamp |
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| Envelope Summary Events | Status | Timestamps |
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| Certified Delivered | Security Checked | 1/3/2024 8:58:14 AM |
| Signing Complete | Security Checked | 1/3/2024 9:00:22 AM |
| Completed | Security Checked | 1/3/2024 9:00:24 AM |

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TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY: Lisa Lemus, LSS Administrator

SUBJECT: Differentiated Assistance

DESCRIPTION/SUMMARY:

A study conducted by WestEd has illuminated notably positive outcomes among Tulare County districts that have received DA support through TCOE.

Under California's accountability system and through the California School Dashboard, some districts are eligible for Differentiated Assistance support through their county office of education. At TCOE, this support is coordinated by the Leadership Support Services Department in partnership with other departments. Today's presentation will outline some of the services that have resulted in positive outcomes in Tulare County districts.

FINANCING: No funding is necessary.

RECOMMENDATION: No approval is needed. This was an informational presentation.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY: Dedi Somavia, Assistant Superintendent, Human Resources

SUBJECT:

Presentation of the Williams/Valenzuela Uniform Complaint Report for the 4th Quarter 2023 from the Tulare County school districts.

DESCRIPTION/SUMMARY:

4th Quarter 2023 Report of Tulare County school districts' complaints received pertaining to: 1) instructional materials, 2) facilities, and 3) teacher vacancy & misassignment and the resolution if need be, as well as items associated with the Valenzuela Settlement.

FINANCING:

n/a

RECOMMENDATION:

Information only.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

IDEA 611 Local Assistance Entitlements Grant Award 2023-2024

DESCRIPTION/SUMMARY:

This grant shall be administered in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) and will be used in conjunction with County property tax money and other State and local sources to educate identified students with disabilities ages 5-21.

FINANCING:

\$21,104,192 to be expended by September 30, 2025.

RECOMMENDATION:

Approval of funds.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford Assistant Superintendent
Special Services Division

SUBJECT:

Tulare County Plan for Providing Educational Services to Expelled Youth 2024-2027

DESCRIPTION/SUMMARY:

Tulare County Plan for Providing Educational Services to Expelled Youth 2024-2027 describes the articulation and coordination between school districts and the county office of education in providing educational placements for expelled pupils.

FINANCING:

Not applicable.

RECOMMENDATION:

Recommend adoption.

TULARE COUNTY PLAN
for
PROVIDING EDUCATIONAL
SERVICES
to
EXPELLED YOUTH
APPROVED BY THE
TULARE COUNTY BOARD OF EDUCATION



2024-2027

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

Plan for Providing Educational Services to Expelled Pupils
between the
Tulare County Office of Education
and the following
Tulare County School Districts

Allensworth School District
Alpaugh Unified School District
Alta Vista School District
Buena Vista School District
Burton School District
Columbine School District
Cutler-Orosi Joint Unified School District
Dinuba Unified School District
Ducor Union School District
Earlimart School District
Exeter Unified School District
Farmersville Unified School District
Hope School District
Hot Springs School District
Kings River Union School District
Liberty School District
Lindsay Unified School District
Monson-Sultana Joint Union School District
Oak Valley Union School District
Outside Creek School District
Palo Verde Union School District
Pixley Union School District
Pleasant View School District
Porterville Unified School District
Richgrove School District
Rockford School District
Saucelito School District
Sequoia Union School District
Springville Union School District
Stone Corral School District
Strathmore Union School District
Sundale Union School District
Sunnyside Union School District
Terra Bella Union School District
Three Rivers Union School District
Tipton School District
Traver Joint School District
Tulare City School District
Tulare Joint Union High School
Visalia Unified School District
Waukena Joint Union School District
Woodlake Union School District
Woodville Unified School District

Legal Basis for Triennial Review of the Plan for Expelled Youth

AB 922 is codified at Section 48926 of the California Education Code, and requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to all expelled students (the “Plan”). Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education.

To meet the requirements of Education Code Section 48926, the Plan for Expelled Youth must:

- Enumerate existing educational alternatives for expelled students (see, Section I);
- Identify gaps in educational services to expelled students, and strategies for filling those service gaps (see Section III); and
- Identify alternative placements for students who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. (See Section III.)

The processes of, including, but not limited to, referral, admission, entry, and transition referenced in this Plan apply to all students referred to the TCOE Community School Program for any reason, including, but not limited to, expulsion.

Requirement for Educational Program During Expulsion Period

California Education Code Section 48916.1 requires that when a governing board orders that a student be expelled, it must ensure that the student is provided with an education program during the expulsion period. This Plan reflects the programs available to expelled youth enrolled in Tulare County school districts. Section 48916.1 also requires that districts report annual “outcome data” to the Superintendent of Public Instruction by June 30 (see Education Code Section 48916.1, attached as Appendix A).

Outcome Data Required under Education Code Section 48916.1(d)

The outcome data required under Education Code Section 48916.1(d), to be maintained by each school district, includes the following:

- The number of students recommended for expulsion;
- The grounds for each recommended expulsion;
- Whether the student was subsequently expelled;
- Whether the expulsion order was suspended;
- The type of referral made after the expulsion; and,
- The disposition of the student after the end of the period of expulsion.

Implementation of the Plan

Implementation of the Plan is subject to the State’s funding of education during the next three years. Should the State reduce educational dollars resulting in the County program operating at a deficit, the Tulare County Superintendent of Schools (“TCOE”) will create an excess cost agreement in consultation with the County school district superintendents between districts and the TCOE to ensure adequate funding for serving students in the TCOE Community School Program.

I. Existing Educational Alternatives for the Expelled Youth of Tulare County

School districts located within Tulare County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board’s order, a governing board may “suspend” the enforcement of the expulsion order and place the student:

- On the same school campus;
- At a different school campus within the district;
- In an alternative education program within the district; or,
- In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

- Its district community day school program;
- A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;
- To the TCOE Community Schools Program; or,
- To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults are responsible for the costs, if any, associated with that private school enrollment.)

II. Tulare County Office of Education Services for Expelled Pupils

TCOE offers education alternatives through its Community School Program. This program requires referrals from the school districts or from the courts and/or probation officers. The referral process is as follows:

A. Referral Process for TCOE Community School Program

In order to refer a student to the TCOE Community School Program, it is necessary that a referral form be completed by the student's referring school district or agency. The referral form includes details regarding the student, including:

- Information regarding the student's Section 504 plan or individualized education program ("IEP") status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, all assessment reports for assessments conducted over the past three (3) years, progress reports for the past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the TCOE Community School Program;
- Probation status;
- Dependency status;
- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreements;
- Student's progress toward meeting the student's school district of residence's high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 (2014) and 2306 (2016) for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information from the last school year and the current school year, including any information related to Student's participation in the SARB process (letters, court documents, etc.);
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing;
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated prior to referral; and,
- The date on which the student will be eligible to return to the school district of residence.

The referring school district or agency shall communicate with the student's parents/guardians/responsible adults regarding all aspects of the referral process.

Upon the TCOE's receipt of a referral from the referring school district or agency, TCOE will determine if it can appropriately serve and/or has space for the student at the TCOE Community School Program. While TCOE attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

Reasons that a student may not be accepted into the TCOE Community School Program may include, but are not limited to, the following:

- Insufficient space in the TCOE Community School Program or in the student's specific grade level at the TCOE Community School Program;
- Insufficient space in or unavailability of the special education placement and/or services contained in a student's IEP or Section 504 plan;
- A review of the student's referral reveals potential issues related to child find under Section 504 or special education law;
- A review of the student's referral reveals a potential issue related to failure to assess the student for special education (either initial or re-evaluation) in all areas of suspected disability;
- A review of the student's file reveals that the student's special education placement and/or services per the student's IEP or Section 504 plan is likely inappropriate and the student likely cannot be appropriately served at the TCOE Community School Program;
- A review of the manifestation determination paperwork related to the incident resulting in referral to the TCOE Community School Program reveals that there may be an error—either procedurally or substantively—with the manifestation determination conducted;
- A review of the referral paperwork reveals inadequate general education interventions, especially alternatives to suspension;
- The student was previously unsuccessful in the TCOE Court or Community School Program;
- The student has been enrolled in the Community School Program and juvenile hall over the past six months and should be allowed the opportunity for success on a school district campus prior to additional enrollment in the Community School Program;
- The student's behavior prior to referral is too severe and/or dangerous and will pose a danger to staff and/or other students on the Community School Program campus;
- A victim of the student is already/will be on the Community School Program campus; and/or,
- There is a restraining order involving another student(s) on Community School Program campus.

If the student cannot be appropriately served and/or there is no space available for the student in the TCOE Community School Program, the TCOE Community School Program will notify the referring school district or agency in writing with the general reason(s) for denying admission to the TCOE Community School Program; should the referring school district or agency wish to obtain further information regarding the denial of admission, they may contact [Joe Andrade/

Principal of Court & Community Schools at 559-735-1629] via telephone only for further information; no further information will be shared in writing. Additionally, there is no appeal process for denial of admission to the TCOE Community School Program.

The referring school district or agency shall be responsible for notifying the student's parents/guardians/responsible adults that the referral to the TCOE Community School Program was denied; TCOE shall have no responsibility for communicating with the parents/guardians/responsible adults regarding the referral process and/or denial of admission. The referring school district or agency shall not refer the student's parents/guardians/responsible adults to TCOE staff for information regarding these processes and/or additional information regarding a denial of admission. Any and all such contact to TCOE by parents/guardians/responsible adults will be referred back to the referring school district or agency for response.

If a student is able to be appropriately served and there is space available in the TCOE Community School Program, the TCOE Community School Program will contact the student and his/her parents/guardians/responsible adults to give notice of the date to report to the school for intake. As part of the intake process, the student, the parents/guardians/responsible adults, and TCOE staff will develop an Individual Learning Plan (“ILP”) for the student. In addition to addressing the student’s academic plan, the ILP will include the goal of the student’s return to the school district of residence after the expulsion term. The ILP shall be in addition to and will not replace or override any of the components of the student's Section 504 plan or IEP.

B. Transition Process from TCOE Community School Program

Enrolled students will attend the TCOE Community School Program for the remainder of the expulsion period. At least 30 days prior to the end of the expulsion term, TCOE shall provide the school district of residence and any referring agency a notice of transition of student back to the school district of residence. Within the last 30 days of the student's term of attendance in the TCOE Community School Program, TCOE will convene a transition meeting with at least the following invited to attend: the student, at least one of his/her parents/guardians/responsible adults, TCOE representative(s), and at least one representative of the student's district of residence. Other collaborative partners may be invited to attend this meeting as well. Failure of any invited members, including, but not limited to, the district of residence, to attend this meeting will not prevent the meeting from moving forward. At this meeting, the team will review, and the district of residence will be provided with, a transition report indicating the reason for transition back to the district, transition recommendations, TCOE Community School Program attendance and the following:

- Information regarding the student's Section 504 plan or IEP status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, developed while the student was enrolled in the TCOE Community School Program;
- Probation status;
- Dependency status;
- Discipline records;
- Student's progress toward meeting the TCOE Court and Community School high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information;
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing; and,
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated in the TCOE Community School Program.

Failure of the district of residence to participate in this transition process will not prevent the student from being returned to the district of residence; the TCOE Community School Program shall have no obligation to maintain the student's attendance following date of exit for which the school district of residence is provided at least 30 days' notice. A school district of residence may take a student back prior to the end of the 30-day transition time period if it so chooses. If a student is enrolled for less than 30 days or is disenrolled by the district of residence prior to the 30-day notice time period, the district of residence will receive the transition report within five (5) business days of the student's disenrollment from the TCOE Community School Program.

If the school district of residence or referring agency believe it is appropriate to remove the student from the TCOE Community School program to return to the school district of residence but the TCOE Community School Program staff do not believe that it is appropriate for the student to return to the district of residence and the student should remain in the TCOE Community School Program at the end of the expulsion term, this recommendation will be communicated to the district of residence and referring agency.

This process does not replace any other meetings and/or hearings (such as a readmission hearing) that may be convened by the student's district of residence. Any district of residence processes (such as a readmission hearing) should be scheduled and held by the district of residence prior to the TCOE Community School Program transition meeting described herein.

Once a student is transitioned or removed from the TCOE Community School Program for any reason by any entity for five (5) or more school days, including, but not limited to disenrollment by parents/guardians/responsible adults or incarceration in juvenile hall, the student will be

deemed exited from the TCOE Community School Program. The student will not be able to return to the TCOE Community School Program without going through the referral process again. The TCOE Community School Program, however, will comply with all laws related to school of origin for foster and homeless students.

C. Educational Services Provided to Expelled Students with Exceptional Needs

Consistent with state and federal law, a student with exceptional needs (who has a current IEP or Section 504 plan) may be expelled and referred by a school district for placement in the TCOE Community School Program. Enrollment in the TCOE Community School Program will be determined on an individual basis, and is dependent, in part, upon the appropriateness of placement and services available at the TCOE Community School Program to meet the individual needs of the student as stated in the current IEP or Section 504 plan as well as other factors described in Section II(A) above. As indicated above, a referral is not a guarantee of placement at the TCOE Community School Program. Districts may refer students with exceptional needs provided that:

- a. All procedural safeguards regarding the discipline of students with special needs have been met, including, but not limited to a procedurally and substantively appropriate manifestation determination meeting;
- b. The referring school district or agency has complied with all legal requirements regarding the education of special needs students, e.g., all procedural timelines have been met regarding annual/triennial reviews/assessments (Note: No students will be accepted if they have pending and/or overdue IEP/Section 504 plan assessments, meetings, etc. unless and until all timelines are brought current and/or are completed as specified on the referral form. This means that if anything is overdue or needs to be corrected, the referring school district or, if the student is being referred by an agency, the school district of residence must do so. Moreover, if an assessment is due within 60 days or less or an IEP team or Section 504 team meeting is due within 30 days or less, the referring school district or, if the student is being referred by an agency, the school district of residence must complete these processes.);
- c. The requirements as stipulated in Education Code Section 48915.5 have been met;
- d. The referring school district or agency has completed a Community School Referral Form and has provided the required attachments and documents; and,
- e. An IEP or Section 504 team has determined that a referral for placement at TCOE Community School Program meets the student's needs per the current IEP or Section 504 plan.

D. High School Credits Awarded at TCOE Community School Program

- a. The referring school district or, if the student is referred by another agency, the school district of residence shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to TCOE Community School Program within two (2) business days of the student's enrollment in the TCOE Community School Program.
- b. The TCOE Community School Program awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded by TCOE Community School Program for the time of attendance in the TCOE Community School Program.
- c. The school district of residence shall accept any and all partial credits awarded to the student by any school district or the TCOE Court and Community School Program.
- d. TCOE Community School Program complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school. Information regarding the student's status under these bills will be provided as part of the transition report when the student leaves the TCOE Community School Program.

III. Identification of Gaps in Educational Services to Expelled Students and Strategies for Filling Those Service Gaps

- a. **Due to the small number of grade K-6 students expelled and the legal requirement that such students be served in a separate program, service delivery can be problematic.**

Although smaller districts have worked cooperatively to place expelled students in neighboring Community Day Schools, the limitations for determining appropriate placement of elementary mandatory expulsions continue.

County/District Strategy for Addressing this Gap. Each district will review the available educational options to best provide a customized and appropriate program to meet the needs of its expelled students. Districts may consider operating their own K-6 community day school programs or form a consortium with consultation of TCOE to create a program of school district-shared costs and space.

- b. **Tulare County is a large county with remote districts. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by TCOE, charter schools, and/or other districts.**

County/District Strategy for Addressing this Gap. Remote districts within Tulare County may develop a community day program, or work with TCOE to provide a program for their expelled students. Districts may choose to form a consortium with the consultation of TCOE and create a program of school district-shared costs. Whenever possible the district and TCOE can negotiate transportation for students to a County Community School.

- c. **Students referred attend TCOE Community School Program intake, but fail to attend class.**

County/District Strategy for Addressing this Gap. Students will be considered enrolled in the TCOE Community School Program once they attend the first day of instruction following the TCOE intake. If this student subsequently fails to attend school at least 80% of the time, the school district of residence will be contacted for a joint effort to obtain student's at least 80% attendance at the TCOE Community School Program, including, for example: phone calls, emails, and text messages to the student's parents/guardians/responsible adults; home visits by TCOE Community School Program staff; Probation Department intervention; Department of Family and Children Services intervention; and/or court intervention notices).

- d. **Alternative educational placements for Community Day School failures, deemed to have failed meeting the terms and conditions of their rehabilitation plans at their review hearings or who pose a danger to other district pupils as determined by their governing board, who have committed another expellable offense, have limited placement alternatives.**

County/District Strategy for Addressing this Gap. Districts have extended additional supports to CDS students through their rehabilitation plans, behavior contracts, and input provided at review hearings. Stipulation in the 2021 Plan that county-operated Community Schools would consider conditional enrollment under a Memorandum of Understanding has offered more flexibility in placing students and will continue with the 2021 plan.

IV. District Level Behavioral Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions and Expulsions Ordered; Support for Students Returning to Home Schools following Expulsion

In proactive efforts to prevent expulsion, Districts shared behavioral intervention strategies employed prior to expulsion and referral to the TCOE Community School Program. These strategies have been identified by the Districts as effective interventions to minimize the number of suspensions leading to expulsion orders and to support students returning from suspensions. Those strategies include:

Best Practices:

Parental Involvement
Progressive Discipline
In School Suspension
Counseling Program
Proactive SST
Multi-tiered PBIS
Reconnecting Youth
Trauma Informed Practices
Behavior Data Tracking
Alternative to Suspension Program
Intervention Resource Class – Social Skills
Leader in Me Strategies
County Psychologists
Behavior Plan Contracts
CAST Classes
Translation Services

Support for Returning Students:

Behavior Contracts
Reinstatement Meetings
Academic Intervention Support
Formal and Informal check-in with student and Principal and/or school Psychologist and/or SSIP Coach, etc.
Grades and Attendance Monitored
Parent Involvement
Communicate with Stakeholders
Utilize Intervention Resource Class

Currently, districts report not having a disproportionate number of minority students expelled compared to minority enrollment. However, districts will continue to monitor data in order to be aware of disproportionate representations. The above-mentioned practices will continue and evolve as needs arise.

V. District Responsibilities

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2) ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford Assistant Superintendent
Special Services Division

SUBJECT:

Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report 2023-2024

DESCRIPTION/SUMMARY:

The mid-year update is a locally developed report that includes all available mid-year outcome data related to metrics identified in the 2023–24 LCAP, and all available mid-year expenditure and implementation data on all actions identified in the 2023–24 LCAP. School districts shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

FINANCING:

Not applicable.

RECOMMENDATION:

Recommend adoption.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|--|
| Tulare County Office of Education | Tammy Bradford Assistant Superintendent | tammy.bradford@tcoe.org (559) 730-2910 x 5120 |

Goal 1

Goal Description

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|----------------------------------|---|--|--|--|---|
| ELA Proficiency-State Assessment | 3.85% of students met the standard (2019) | Data populated when CAASPP scores are available. | TCOE - 116.6 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy | TCOE - 185.9 points below standard Court - 211.9 points below standard Community - less than 11 students, data not displayed for privacy | 7% of students will meet the ELA standard on the state assessment |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|--|--|---|
| Math Proficiency-State Assessment | 0% of students met the standard (2019) | Data populated when CAASPP scores are available. | TCOE - 179.1 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy | TCOE - 255.5 points below standard. Court - 278.3 points below standard Community - less than 11 students, data not displayed for privacy | 5% of students will meet the Math standard on the state assessment |
| English Learner Progress Toward English Language Proficiency | 27.9% of English Learners progressed at least one ELPI level toward English language proficiency (2019 Dashboard) | 44% increased one level,37% remained the same, 19% decreased one level | TCOE - 35.7% making progress towards English language proficiency - 2022 Dashboard ELPI levels 1-3 Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy | TCOE - 55.6% making progress in ELA, an increase of 19.6% Court - 58.3% making progress Community - less than 11 students, data not displayed for privacyCommunity - | 40% of ELs will show 1 year's growth based on ELPAC results |
| Course completion meeting requirements for entrance UC and CSU campuses | 3% of students have successfully met requirements (2019) | 0% of students met requirements | 0% of students met requirements | 3.3% of TCOE students met requirements for College/Career readiness | 7% of students will successfully meet requirements |
| CTE Course Completion | 9% of students have successfully met requirements CTE sequence or other programs of study aligning with SBE-approved CTE Standards (2019) | 0% met the CTE course completion | 0% met the CTE course completion | 0% prepared | 13% of students will successfully meet requirements |
| English Learner Reclassification | 0% of English Learners have been Reclassified (2020) | 0% were reclassified | 0% reclassified | no new data available | 20% of English Learners will be Reclassified |
| Advanced Placement Examination | 0% of students taking an AP exam have achieved a score of 3 or higher (2019) | 0% students taking AP exam (2021-22) | 0% students taking AP exam (2021-22) | no new data available | 25% of students taking an AP exam will achieve a score of 3 or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|---|--|---|
| High School Cohort Graduation Rate | 1.7% (2019-20) | 4% graduation rate Updated data - 10.8% graduated - 2022 Dashboard | TCOE - 10.8% graduated Special Ed school - 0% graduated, our students with disabilities served in moderate/severe program work towards a certificate of completion. Court - 13% graduated Community - 7.7% graduated | 3.2% graduated Special Ed school - 93% completed, 0% graduated Court - 5% graduated Community - Community - less than 11 students, data not displayed for privacy | 14% Graduation Rate |
| Demonstration of College Preparedness via the Early Assessment Program (EAP) or other Assessment | 3.85% ELA – TCOE Community 0% Math – TCOE Community 0% ELA – TCOE Court 0% Math – TCOE Court (All data for 2018-19 school year) | 0% demonstrated preparedness | 0% demonstrated preparedness | no new data available | 10% ELA – TCOE Community 7% Math – TCOE Community 7% ELA – TCOE Court 7% Math – TCOE Court |
| Student, Parent, and Staff Sense of Safety and School Connectedness | Baseline will be established with results of 2021-22 Student, Parent, and Staff survey | 67% of survey respondents indicated school environment is safe and nurturing | 92.7% of parents indicated on the survey that their student feels connected to his/her school. 84.6% of respondents reported their student feels safe at school. | No new data available, healthy kids survey sent out in October. | 75% of survey respondents will indicate school environment is safe & nurturing |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1 | Provide a highly qualified staff To increase academic achievement, administration will maintain a highly qualified, fully credentialed, and appropriately assigned staff, including support staff: counselor, student transition specialist, social worker, truancy officer and instructional aide and an Education Technology Specialist to | Yes | Partially Implemented | 3 open positions, including 1 teacher and 2 classified. One new teacher position will be filled shortly as interviews are scheduled. | | \$2,425,259.00 | \$841936.66 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs and technology that will reinforce learning via video, online platforms and visuals. | | | | | | |
| 1.2 | <p>Increase student achievement for all students Purchase supplemental materials to reinforcement learning in reading, ELD writing and math with hands on manipulatives and realia as measured by state assessments for all students address the needs relating to English Learners, foster youth, special needs and at-promise students. Purchase supplies and materials to support CTE.</p> | Yes | Partially Implemented | Supplemental math curriculum purchased to support math intervention including Ramsey Classroom digital textbook. CTE supplies and materials. | | \$57,462.00 | \$13,088.84 |
| 1.3 | <p>All school facilities are maintained. Students and staff are provided a safe and secure learning environments by maintaining facilities in good repair to promote social emotional wellness as well as providing access to appropriate instructional technologies, software and material as identified by instructional staff that is aligned to the standards.</p> | No | Partially Implemented | Current facilities needs include improvements to the grounds and pest abatement and landscaping to improve access. | | \$55,717.00 | \$33715.16 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| | | | | | | | |
| 1.4 | <p>Professional development to support improved instructional outcomes including English Learner acquisition Provide Professional development that focuses on reasearch based instructional strategies to support classroom instruction and student achievement including English Learner development and math.</p> | Yes | Partially Implemented | Professional development is occuring monthly with a contract with ERS. The remaining PD is scheduled throughout the year. | | \$17,600.00 | \$6400.00 |
| 1.5 | <p>Identify and provide a free and appropriate public education (FAPE) for each student with a disability Provide certificated, qualified, and experienced teachers and support staff to conduct systematic child-find activities, assess students for needed supports, and provide instruction that promotes academic and social progress for students with a disability (cost included in Goal1, Action 1 total)</p> | No | Fully Implemented | Our special education teacher continues to provide services to students with disabilities in both Court and Community. | | \$0.00 | \$0 |

Goal 2

Goal Description

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|---|--|--|--|
| Participation at parent/teacher conferences and parent meetings by using rosters/sign-in sheets | 81% parent participation per Sign-in/Roster sheets (2020-21) | 95% parent participation | 100% participation in Community schools Court | School Sit Council meetings have occurred on... | 85% parent participation |
| Credit accrual | 99% (2019-20) | 98% of students accrued credits | 100% of student accrued credits in court school 100% of students accrued credits in community school | Court: 95 students earned an average of 11.43 credit earned during period of enrollment Community: 10 students earned an average of 21.9 credits | 100% credit accrual |
| Student attendance rate | 49% - Community Schools (2020-21) 96% - Court Schools (2020-21) | Community school attendance 54% Court School attendance 98% | Community School Attendance: Local attendance data indicates average up to 62.5% Court school attendance: 98% | Court - to few students for data rates Community - 5 students with attendance less than 90% Special Ed - 63.4% students attending 90% or more | 60% = Community School 98% = Court School |
| Chronic absenteeism rate | 81.6% - Community Schools (2020-21) 8.10% - Court Schools (2020-21) | 73% Community School 4% Court School | 52% Tulare County Office of Education (district) Court and Community School both had too few students for a dashboard metric. | No dashboard data available for this area however last year Community School had 53%. Court had 0% Chronically absent. This fall 10 students were enrolled in Mid County and 8/10 attended regularly however 2 students refused to attend despite repeated efforts of staff to intervene. | 75% - Community School 5% - Court Schools |
| Suspension rate | 8.1% - TCOE Community School (2020) 1.3% - TCOE Court School (2020) | Community schools suspension rate 5% Court school suspension rate 1% | 2.3% of TCOE district students suspended (2022) 18.8% of TCOE Community schools (2022) | TCOE - 1.6% suspended Court - 0% suspended Community - 8 suspensions in fall 2023 | 5% - TCOE Community School 1% - TCOE Court School |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|----------------------------|------------------------------|-------------------|--|-----------------------|-----------------------------|
| | | | 0.4% of TCOE Court School (2022) | | |
| Middle School Dropout Rate | 0% Dropout Rate (2020) | 0% drop out rate | 0% drop out rate | 0% | 0% Dropout Rate |
| High School Dropout Rate | 91.5% Dropout Rate (2019-20) | 91% drop out rate | Court had 3 dropouts last year, 0 this year. Community had 3 dropouts last year, 0 this year. TCOE Special Education had 1 dropout in 2022 | 0% | 80% Dropout Rate |
| Expulsion Rate | 0% Expulsion Rate (2020) | 0% Expulsion Rate | 0% Expulsion Rate | 0 | 0% Expulsion Rate |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 2.1 | Parent Involvement Continue parent/guardian teacher conferences once per semester or as needed. Data shared at the conference will include attendance rate, suspension rates, and credit accrual status. Surveys will be administered, data collected for LCAP input. No cost associated. | No | Partially Implemented | Parent meetings held with School Site Council, ELAC, IEP meetings, CAC meetings, parent teacher conferences and award ceremonies. | Parent School Site meetings for Special Ed School, November 8, 2023, Feb 8, 2024 Court/Community SSC meetings. CAC meetings dates: | \$0.00 | \$0 |
| 2.2 | Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness Contracted Social Work services and purchase additional curriculum | No | Partially Implemented | Agreement in place with service provider. Once a week social worker provides services for a full day. | | \$23,500.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | and materials to support learning with SEL (social emotional learning) | | | | | | |
| 2.3 | Student-directed learning To increase credit accrual and graduation rates two on-line evidence-based programs are purchased: Instructional Access Program for college and career readiness and Edgenuity. With these software programs, students are able to access and complete a broad course of study based on their career and credit accrual needs. | Yes | Partially Implemented | Online curriculum and student directed learning software purchased with subscriptions and students are accruing credit through their coursework. | | \$133,704.00 | \$88,834.50 |
| 2.4 | Expelled Youth return to home district Expelled youth will be supported by a team including a Foster Youth Liaison, Student Transition Specialist, teacher and any other support staff as needed. Expelled youth are supported to successfully complete the conditions of their expulsion in order to return to their home districts, this support is designed to prevent the dropout rates and increase graduation rates. Student Transition Specialist leads the review for each student's expulsion terms to plan a successful re-entry. (Costs included in Goal 1, Action 1, as same personnel is providing the services for this Action.) | Yes | Fully Implemented | Transition support staff and foster liaison continue to support students in Court and Community. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 3

Goal Description

Increase student achievement for Foster Youth. Educational outcomes will not be adversely affected due to school mobility.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|-----------------------|-----------------------------|
| Foster Youth Acquiring Credits Toward Graduation | 100% of Foster Youth acquire credits toward graduation (2020) | 100% foster youth acquired credits toward graduation | 75% of foster youth in Court and Community earned credits towards graduation | No data available | Maintain 100% |
| Foster Youth FAFSA Completion | 75% of Foster Youth completed the FAFSA application (2020) | 100% of eligible foster youth completed the FAFSA application | 100% of foster youth completed the FAFSA | no data available | 100% |
| Foster Youth Enrollment in College | 70% of Foster Youth enrolled in college after high school graduation (2019) | 100% of foster youth enrolled in college after high school | 72.7% of foster youth enrolled in college. | no data available | 90% |
| Foster Youth Appropriately Transferred to a New School Within Two Days | 50% of Foster Youth were appropriately transferred within two days. (2020) | 75% of Foster Youth were appropriately transferred within two days. | 33% of foster youth placed within two days | no data available | 80% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.1 | Promote school stability for foster youth Foster Youth Services Executive Advisory (FYSEA) services will minimize changes in school | No | Fully Implemented | School staff participate in service with foster youth liaison | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | placement, provide education related information to child welfare agency, work with the juvenile court to ensure delivery of necessary educational services, and share health and education records expeditiously with school. (No cost incurred for this Action) | | | | | | |
| 3.2 | Ensure foster youth are promptly and appropriately enrolled All foster youth, including EL foster youth will have an ILP developed by the Student Transition Specialist for each foster youth to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (No cost incurred for this Action) | No | Fully Implemented | Court and Community Counselor continues to support successful transition to college and career readiness. | | \$0.00 | \$0 |

Goal 4

Goal Description

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| |
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Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|----------------------------|---|---------------------|---------------------------------|------------------------------|---|---------------------------------|----------------------------------|
| | | | | | | | |

Goal 5

| Goal Description |
|------------------|
| |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Principal Jose Bedolla

SUBJECT:

2024 LCAP Mid-Year Report for La Sierra Military Academy.

DESCRIPTION/SUMMARY:

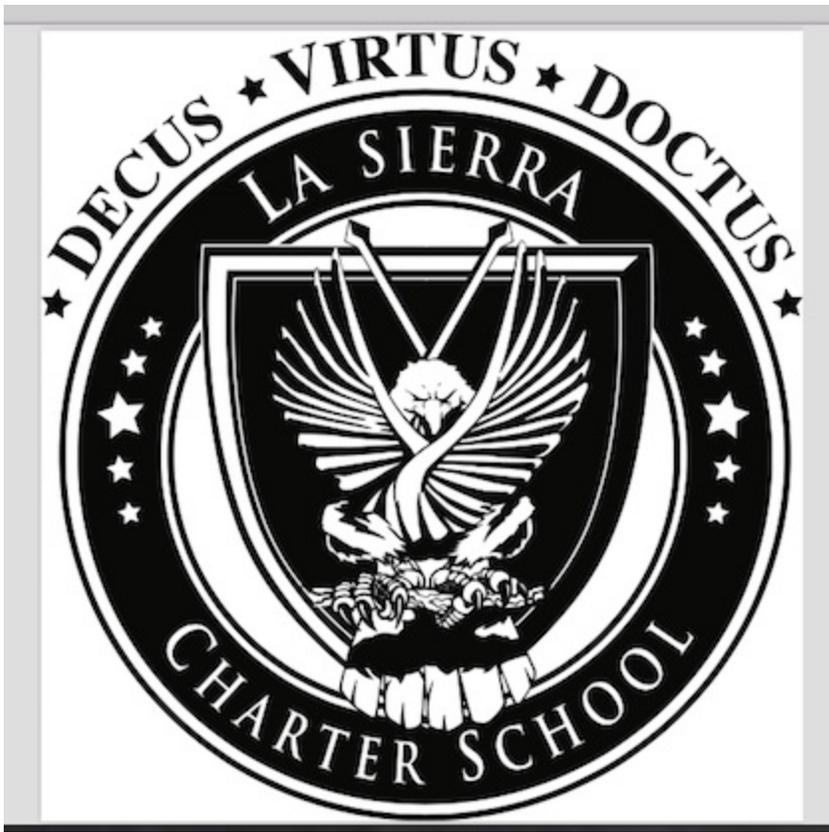
Updated LCAP requirements now mandate Local Educational Agencies to annually provide an LCAP mid-year update presentation to their board, in an effort to ensure that progress towards the goals is continually monitored and evaluated.

FINANCING:

No financing is being requested at this time.

RECOMMENDATION:

This report is for informational purposes only.



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------|---------------------------------------|
| Tulare County Office of Education | Jose Bedolla Principal | jose.bedolla@tcoe.org 559.733.6963 |

Goal 1

Goal Description

All La Sierra High students will increase and improve academic achievement in English Language Arts through quality ELA instruction that utilizes research-based modes of instruction, including access to a wide range of texts and culturally responsive pedagogy.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|-----------------------|---|--|--|---|---|
| CAASPP ELA Assessment | <p>7th Grade 0% Exceed St, 7.59% Met, 92.4% Not Met</p> <p>8th Grade 0% Exceed St, 11.36% Met, 88.6% Not Met</p> <p>11th Grade 3.6% Exceed St, 14.3% Met, 82% Not Met</p> | <p>La Sierra did not receive school level CAASPP results for Year 1.</p> <p>Updated Data - Student Performance Levels relative to Standard (CAASPP 2022)</p> <ul style="list-style-type: none"> 7th Grade - Exceeded - 2.78% Met - 5.56% Nearly Met - 25.00% Not Met - 66.67% 8th Grade - Exceeded - 0.00% Met - 6.45% Nearly Met - 25.81% Not Met - 67.74% 11th Grade - Exceeded - 0.00% Met - 20.59% Nearly Met - 29.41% Not Met - 50.00% | <p>21-22 CAASPP Data ELA- 108.4 points below standard</p> <p>21-22 CAASPP Data Math- 174.6 points below standard</p> <p>21-22 Graduate Rate Indicator- 87.5% Graduated</p> <p>21-22 Chronic Absenteeism Indicator- 27.9, Chronically absent</p> <p>21-22 Suspension Rate indicator- 23.1% suspended at one day</p> | <p>22-23 CAASPP Data ELA - 97.6 points below standard</p> <p>ELA Increased by 10 points in comparison to the 21-22 CAASPP Data ELA.</p> <p>22-23 CAASPP Data Math - 196.1 points below standard</p> <p>Math decreased by 21 points in comparison to the 21-22 CAASPP Data Math.</p> <p>22-23 Graduation Rate Indicator - 97.4% graduated</p> <p>The Graduation Rate increased by 9% in comparison to the 21-22 Graduate Rate i.e., (87.5%).</p> <p>22-23 Chronic Absenteeism Indicator - 25.7% Chronically absent</p> | <p>Achieve 80% percent proficiency in grades 7,8 and 11th grade in State CAASPP ELA assessments.</p> <p>Achieve 80% percent proficiency in grades 7,8, and 11th grade in State CAASPP Math assessments.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|------------------|--|--|--|--|--|
| | | | | <p>The Chronic Absenteeism Rate declined by 2.2% in comparison to the 21-22 Chronic Absenteeism rate i.e., (27.9%).</p> <p>22-23 Suspension Rate Indicator - 23.9% of students suspended at least one time</p> <p>The Suspension Rate increased by 0.8% in comparison to the 21-22 School Suspension rate.</p> | |
| D/F Rate for ELA | <p>20.2% LSMA Students earn an F in ELA</p> <p>10.7% LSMA Students earn a D in ELA</p> | <p>17% LSMA Students earned an F in ELA (Will be revised June 2022)</p> <p>12% LSMA Students earned a D in ELA (Will be revised June 2022)</p> | <p>15% of LSMA students earned a F in ELA during the Fall Semester of 2022 (Will be revised in June of 2023).</p> <p>18% of LSMA students earned a F in Math during the Fall Semester of 2022 (Will be revised in June of 2023).</p> | <p>10% of LSMA students earned a F in ELA during the Fall Semester of 2023 (Will be revised in June of 2024).</p> <p>12% of LSMA students earned a F in Math during the Fall Semester of 2023 (Will be revised in June of 2024).</p> | <p>2% LSMA Students earn an F in ELA</p> <p>2% LSMA Students earn a D in ELA</p> |
| NWEA Assessment | Baseline Data to be collected 08/2021 | NWEA Implementation postponed to the 2022-2023 Academic Year. | Will not be administered during the 22-23 school year. | <p>La Sierra Military Academy is now utilizing STAR Renaissance for assessment in ELA and Math for the 23-24 school year.</p> <p>The Renaissance assessment provides student progress monitoring in ELA and Math that is calibrated to State CAASPP standard metrics for student assessment and learning.</p> | <p>1 Year Growth in ELA</p> <p>1 Year Growth in Mathematics</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|---|----------------------|-----------------------|
| 1.1 | Classroom Libraries The building of class libraries with current and classic grade span texts for all of the site's ELA classrooms. | Yes | Fully Implemented | All ELA classrooms have been provided with grade level ELA books and resources for student use and learning. | School wide inventorying of the ELA collections that each respective ELA classroom has for student reading materials. | \$1,000.00 | \$1,000 |
| 1.2 | Vertical Alignment of ELA Curriculum & Instruction The implementation of vertical alignment of SBE-approved curriculum and resources spanning grades 7-12. Instructional staff will utilize PLC and Department time to develop a comprehensive approach that is aligned with the CCSS standards in order to address required grade level content knowledge necessary for students to meet ELA standards for student capacity building efforts in literacy and english language arts. | No | Partially Implemented | A new curriculum adoption for ELA for grades 7-12 took place during the fall semester of 2024. The new curriculum purchase will be conducted during the spring semester of 2024. ELA staff will utilize the spring semester and summer of 2024 to receive professional learning on the new ELA curriculum for new program implementation for the 2024-2025 school year. | The new ELA curriculum that was selected for school wide implementation is McGraw-Hill ELA Study Sync | \$15,000 | \$1,000 |
| 1.3 | Professional Learning Provide professional learning opportunities for ELA teachers to attend ELA trainings and conferences. This includes, but is not limited too, TCOE ELA trainings, CISC Region 7 | No | Partially Implemented | During the 23-24 school year, ongoing training has been provided to ELA teaching staff, regarding applying best instructional practices for | ELA staff will engage in professional learning regarding implementing the new | \$30,000.00 | \$5,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|---|----------------------|-----------------------|
| | Conference, Universal Design for Learning Training, and other State and local professional learning opportunities for continual teacher capacity building efforts in ELA instruction. | | | <p>raising student achievement in ELA.</p> <p>Training has been provided through the TCOE Title III consortium and Renaissance Learning. The La Sierra ELA staff will continue to engage in professional learning through the spring semester and summer of 2024 for ELA capacity building purposes.</p> | McGraw-Hill ELA curriculum during the spring semester and summer of 2024 for new curriculum implementation for the 2024-2025 school year. | | |
| 1.5 | <p>Writing Across the Curriculum The implementation of Writing Across the Curriculum. Teachers will be provided professional learning on how to implement writing in each content area. This includes a school wide writing assessment that will be administered to grades 7-12 during the fall and spring semesters respectively. The data gathered will be used to inform instruction and monitor student ELA academic performance and progress. In addition, the data will be included in the CalEd Partners grant work for continual school improvement purposes.</p> | No | Fully Implemented | <p>The Writing Across the Curriculum segment will no longer be implemented due to the school site's transition to Renaissance Learning as La Sierra's internal ELA Progress monitoring tool for the 2024-2025 school year.</p> <p>Please make a note that the Writing Across the Curriculum model was fully implemented during the 2022-2023 school year and did not have any financial costs for program implementation due to the trainings being provided for free to the La Sierra ELA staff via the site's CalEd partnership program.</p> | <p>The transition to utilization of the Renaissance Learning program for school wide ELA progress monitoring during the 2023-2024 school year.</p> <p>The adoption of McGraw-Hill Study Sync for new curriculum implementation for the 2024-2025 school year.</p> | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.6 | After School ELA Tutoring The implementation of an After School ELA Tutoring program. An after school ELA tutoring program will be implemented for students to receive additional support outside of the regular scheduled class time to address student needs in ELA. | No | Fully Implemented | During the 2023-2024 school year, students are afforded the opportunity to receive ELA support before and after school for student capacity building efforts in ELA. Removed from this, school wide every Thursday from (8-8:25 am), ELA enrichment is provided to all students to receive additional scaffolding for ELA student intervention and support. | The provision of ELA enrichment services before and after school based on individual and collective student needs during the 2023-2024 school year for ongoing student support in ELA content building and learning acquisition. | \$2,000.00 | \$2,000 |

Goal 2

Goal Description

La Sierra High students will improve and increase academic achievement in mathematics through differentiated mathematics instruction that utilizes direct modalities of instruction, which includes the vertical alignment of math curriculum across all 7-12 grade level spans.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|-------------------------------|---|--|---|--|--|
| CAASPP Mathematics Assessment | 7th Grade 0% Exceed St, 5.13% Met, 94.8% Not Met 8th Grade 0% Exceed St, 6.82% Met, 93.1% Not Met 11th Grade 0% Exceed St, 0% Met, 100% Not Met | School did not receive school level CAASPP results for Year 1. Updated Data - Student Performance Levels relative to Standard (CAASPP 2022) <ul style="list-style-type: none"> 7th Grade - Exceeded - 2.70% Met - 5.41% | 21-22 Math CAASPP Indicator- 174 points below standard 21-22 Graduate Rate Indicator- 87.5% Graduated 21-22 Chronic Absenteeism Indicator- 27.9, Chronically absent | 22-23 CAASPP Data Math - 196.1 points below standard Math decreased by 21 points in comparison to the 21-22 CAASPP Data Math. 22-23 CAASPP Data ELA - 97.6 points below standard | Achieve 80% percent proficiency in grades 7,8, and 11th grade in State CAASPP Math assessments. Achieve 80% percent proficiency in grades 7,8 and 11th grade in State CAASPP ELA assessments. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------------------------|---|---|---|--|--|
| | | <p>Nearly Met - 13.51% Not Met - 78.38%</p> <ul style="list-style-type: none"> 8th Grade - Exceeded - 0.00% Met - 0.00% Nearly Met - 3.13% Not Met - 96.88% 11th Grade - Exceeded - 0.00% Met - 0.00% Nearly Met - 3.03% Not Met - 96.97% | 21-22 Suspension Rate indicator- 23% suspended at one day | <p>ELA Increased by 10 points in comparison to the 21-22 CAASPP Data ELA.</p> <p>22-23 Graduation Rate Indicator - 97.4% graduated</p> <p>The Graduation Rate increased by 9% in comparison to the 21-22 Graduate Rate i.e., (87.5%).</p> <p>22-23 Chronic Absenteeism Indicator - 25.7% Chronically absent</p> <p>The Chronic Absenteeism Rate declined by 2.2% in comparison to the 21-22 Chronic Absenteeism rate i.e., (27.9%).</p> <p>22-23 Suspension Rate Indicator - 23.9% of students suspended at least one time</p> <p>The Suspension Rate increased by 0.8% in comparison to the 21-22 School Suspension rate.</p> | |
| D/F Rate for Mathematics | <p>9% LSMA students earned an F in Mathematics</p> <p>15% LSMA students earned a D in Mathematics</p> | Data Not Available until June 2022. Baseline data was established December 2022 | 18% of LSMA students earned a F in Mathematics during the Fall Semester of 2022 | <p>12% of LSMA students earned a F in Math during the Fall Semester of 2023 (Will be revised in June of 2024).</p> <p>10% of LSMA students earned a F in ELA during the Fall Semester of 2023</p> | <p>2% LSMA Students earn an F in Mathematics</p> <p>2% LSMA Students earn a D in Mathematics</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|-----------------------------------|---|--|---|------------------------------|
| | | | | (Will be revised in June of 2024). | |
| NWEA | Baseline to be determined 08/2021 | NWEA Implementation postponed to the 2022-2023 Academic Year. | The NWEA assessment will not be administered during the 22-23 school year. | <p>La Sierra Military Academy is now utilizing STAR Renaissance for assessment in Math and ELA for the 23-24 school year.</p> <p>The Renaissance assessment provides student progress monitoring in Math and ELA that is calibrated to State CAASPP standard metrics for student assessment and learning.</p> | 1 Year Growth in Mathematics |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|---|----------------------|-----------------------|
| 2.1 | Vertical Articulation of Mathematics Curriculum Implement a uniform mathematics curriculum that provides vertical alignment for all 7-12 grade level spans. | No | Partially Implemented | <p>A new curriculum adoption for Mathematics for grades 7-12 took place during the fall semester of 2024.</p> <p>The new curriculum purchase will be conducted during the spring semester of 2024. Math staff will utilize the spring semester and summer of 2024 to receive professional learning on the new math curriculum for new program implementation</p> | The new math curriculum that was selected for school wide implementation is Houghton-Mifflin. | \$12,000.00 | \$1,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | | | | for the 2024-2025 school year. | | | |
| 2.2 | Math Tutoring Implement after school math tutoring. Providing targeted interventions and support for students who need additional math scaffolding and guidance. | Yes | Fully Implemented | During the 2023-2024 school year, students are afforded the opportunity to receive Math support before and after school for student capacity building efforts in Math. Removed from this, school wide every Thursday from (8-8:25 am), Math enrichment is provided to all students to receive additional scaffolding for Math student intervention and support. | The provision of Math enrichment services before and after school based on individual and collective student needs during the 2023-2024 school year for ongoing student support in Math content building and learning acquisition. | \$1,000.00 | \$1,000 |
| 2.3 | Professional Learning Provide professional learning opportunities for La Sierra mathematics teachers. Professional development will center on the implementation of best practices for student instruction, curriculum planning and assessment procedures. Professional learning will also center on building teacher capacity as it pertains to use of technology for the promulgation of student learning as it pertains to real world scenarios and simulations for mathematics instruction and student engagement. | No | Partially Implemented | During the 23-24 school year, ongoing training has been provided to Math teaching staff, regarding applying best instructional practices for raising student achievement in mathematics. Training has been provided through Houghton-Mifflin and Renaissance Learning. The La Sierra Math staff will continue to engage in professional learning through the spring semester and summer of 2024 for Math capacity building purposes. | Math staff will engage in professional learning regarding implementing the new Houghton-Mifflin math curriculum during the spring semester and summer of 2024 for new curriculum implementation for the 2024-2025 school year. | \$3,000.00 | \$1,500 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 3

Goal Description

All La Sierra High English Learner students will improve and increase academic achievement in language acquisition and literacy instruction for continual student improvement efforts in all facets of literacy and english language arts.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|--|--|--|
| Annual English Language Proficiency Assessment for California (Summative ELPAC) | <p>Level Four 8.7% Level Three 26.09% Level Two 54.35% Level One 10.87%</p> <p>Above information is incorrect. Below are the corrected Baseline levels for percent of English Learners at each ELPAC performance level. (2020-21)</p> <p>Level 4 (Well Developed) - 13.98%</p> <p>Level 3 (Moderately Developed) - 33.66%</p> <p>Level 2 (Somewhat Developed) - 32.57%</p> <p>Level 1 (Minimally Developed) - 19.79%</p> | <p>Level Four. 10.4% Level Three. 52% Level Two. 35.4% Level One. 12.5%</p> <p>Above information is incorrect. Below are the corrected performance outcome levels for percent of English Learners at each ELPAC performance level (2021-22)</p> <p>Level 4 (Well Developed) - 15.57%</p> <p>Level 3 (Moderately Developed) - 35.23%</p> <p>Level 2 (Somewhat Developed) - 30.73%</p> <p>Level 1 (Minimally Developed) - 18.47%</p> | <p>Level Four. 10.4% Level Three. 52% Level Two. 35.4% Level One. 12.5%</p> <p>Above information is incorrect. Below are the corrected performance outcome levels for percent of English Learners at each ELPAC performance level (2021-22)</p> <p>Level 4 (Well Developed) - 15.57%</p> <p>Level 3 (Moderately Developed) - 35.23%</p> <p>Level 2 (Somewhat Developed) - 30.73%</p> <p>Level 1 (Minimally Developed) - 18.47%</p> | <p>22-23 ELPAC Summative Results:</p> <p>37% EL students decreased at least one ELPI level.</p> <p>23.9% EL students maintained ELPI levels (1, 2L, 2H, 3L, 3H)</p> <p>8.7% EL students maintained ELPI level 4</p> <p>30.4% EL students progressed at least one ELPI level.</p> | 80% percent of EL students will grow at least one ELPI level during the 2023-2024 school year. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---------------------------|---|---|---|--|--|
| CDE Dashboard EL Progress | 25% of EL Students Making Progress to Proficiency. (2019 Dashboard) | 29% of EL Students Making Progress to Proficiency. Above percentage is incorrect. Updated Data - 52.4% of English Learners making progress towards English language proficiency. (2022 Dashboard) | 21-22 CAASPP EL Learner Progress- 52% of students are making progress towards English Language Proficiency. | 22-23 ELPAC Summative Data: 39.1% EL students made progress towards English Language Proficiency. 10.9% decline in EL student growth towards English Language Proficiency in comparison to the 21-22 ELPAC Summative data i.e., (52.4%). | 80% percent of EL students will grow at least one ELPI level as a result of taking the 23-24 ELPAC Summative exam. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|---|----------------------|-----------------------|
| 3.2 | Implement High Quality ELD Instruction Establish highly trained ELD instructors that will deliver high quality designated english language instruction to all La Sierra EL students for student capacity building efforts in all conventions of speaking, reading and writing components of the english language. | Yes | Partially Implemented | We currently offer two sections of Designated ELD for our EL students. One section is provided for middle school, with the second section being for high school. Both the middle and high school designated ELD classes focus on building student capacity with relation to all components of English Language Acquisition i.e., (Reading, Speaking, Writing & Language Conventions). The goal with these two designated ELD sections is to help prepare our students for the taking | The use of the STAR Renaissance exam in Reading for student progress monitoring with relation to ELD and ELA content standards for student learning and language acquisition. | \$150,000.00 | \$2,500 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | and passing of the Summative ELPAC exam which we administer every spring semester during the school year. | | | |
| 3.4 | <p>ELD Curriculum Provide continual expansion for the purchase of new ELD curriculum via the National Geographic EDGE curriculum series. The purchase of this curriculum will further enable teachers to provide top quality ELD instruction to all La Sierra EL students for respective student language acquisition efforts for the promulgation of english proficiency for all La Sierra EL students.</p> | Yes | Fully Implemented | <p>During the 23-24 school year, our school site has continued to purchase new ELD curriculum via the National Geographic EDGE curriculum series.</p> <p>Purchases have been made for both middle and high school designated ELD sections towards further ensuring that all EL students and teaching staff have the necessary resources for continual school improvement efforts towards raising EL student proficiency levels for student reclassification.</p> | New curriculum purchases during the 23-24 school year in ELD student and teacher instructional materials. | \$6,500.00 | \$6,500 |
| 3.5 | <p>Professional Learning Implementation Implement professional learning opportunities for La Sierra ELD teachers and instructional staff. Professional learning opportunities will center on providing teachers with the best practices towards helping EL students achieve english proficiency in all levels of language acquisition. Professional learning will also center on Designated and Integrated ELD instructional best practices for</p> | Yes | Fully Implemented | <p>During the 23-24 school year, ongoing training has been provided to our ELD teaching staff, regarding applying best instructional practices for raising student achievement in ELD.</p> <p>Training has been provided through the TCOE Title III consortium and Renaissance Learning. The La Sierra</p> | The completion of ongoing ELD training throughout the 23-24 school year via the advent of the TCOE Title III consortium and Renaissance Learning for ELD school improvement efforts. | \$3,500.00 | \$3,500 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | supporting and maximizing EL student learning across all 7-12 grade level spans. | | | ELD staff will continue to engage in professional learning through the spring semester of 2024 for ELD student capacity building purposes. | | | |
| 3.6 | STAR Assessment Utilize the STAR Renaissance Reading assessment to monitor EL student progress towards proficiency in English. The STAR assessment in reading will be administered four times throughout the school year. The data calibrated from the STAR Reading exam will be further utilized by ELD and ELA instructional staff to better serve the learning needs of all La Sierra EL students for student language acquisition efforts. | Yes | Fully Implemented | During the 23-24 school year, the STAR Renaissance Reading assessment will be administered four times, twice during the fall semester and twice during the spring semester. The results of each STAR Reading exam will be utilized by ELD and ELA instructional staff to better serve the learning needs of our EL students towards further ensuring progress in student language acquisition and ELA content domains. | The completion of four STAR reading assessments during the 23-24 school year. Each exam is utilized as a progress monitoring tool for improving student learning outcomes in ELA and ELD learning sectors for student capacity building efforts. | \$10,000.00 | \$10,000 |

Goal 4

Goal Description

All La Sierra High students will improve and increase their College and Career Readiness for Post-Secondary success by completing either the A-G requirements for CSU/UC admissions and/or earning a Career Technical Completer's Certificate and/or entering a post-secondary institution and/or scoring at standard on the ASVAB Assessment for Military Service or any combination of the aforementioned College and Career Readiness indicators for student goal setting.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--|--|
| CDE Dashboard College Indicator | 5.3% Prepared 57.9% Approaching Prepared 36.8% No Prepared | Data from CDE Dashboard Not Available until September of 2022. Updated Data - per CDE, no College/Career Indicator results were reported on 2022 Dashboard | Updated Data - per CDE, no College/Career Indicator results were reported on 2022 Dashboard | 22-23 College & Career Indicator data: 26.3% were designated as Not Prepared. 65.8% were designated as Approaching Prepared 7.9% were designated as being Prepared. | 80% of LSMA Students Prepared 15% Approaching Prepared 5% Not Prepared |
| CTE Completer's Certificate | 3% of CTE Students Earn CTE Completer's Certificate | Data Not Available until June 2022. | No CTE Completer data was made available by the CDE based from the 2022 Dashboard data. | 2% of CTE students earned a CTE Completer's Certificate in our Digital Media Arts pathway during the 22-23 school year. | 80% of LSMA Students earn a CTE Completer's Certificate in either our Culinary or Media Arts pathways. |
| A-G Requirement Completion | 6% Met A-G Requirements | 11% Met A-G Requirements | 9% Met A-G Requirements | 1% Met A-G Requirements during the 22-23 school year. | 70% of LSMA students meet A-G Requirements |
| College Enrollment Upon Graduation from LSMA | 20% Enrolling in College upon Graduation from LSMA | 55% of LSMA Students are enrolled to attend College upon Graduation from LSMA | 63% of LSMA Students are enrolled to attend College upon Graduation from LSMA | 90% of LSMA Students were enrolled to attend college upon graduation from LSMA during the 22-23 school year. | 95% of LSMA students enroll in college upon graduation from LSMA during the 23-24 school year. |
| ASVAB Assessment Score | 0% of LSMA Students Scored at Standard | 23% of LSMA Students Scored at Standard | Still pending Spring 2023 data results. | Spring 2023 ASVAB data: 0.9% of students passed the exam with a score of 31 or higher. | 80% of LSMA Students Score at Standard on the ASVAB exam during the 23-24 school year. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 4.1 | Student Transition Specialist The hiring of a Student Transition Specialist (STS). The role of the STS is to assist students in determining post-secondary plans, | Yes | Fully Implemented | During the 23-24 school year, our Student Transition Specialist, continues to work with our cadets towards | The advent of Student Individual Learning Plans, the building of | \$115,457.29 | \$39,392.54 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|---|-------------------------|--------------------------|
| | <p>which includes transitioning to a post-secondary path to college, vocational training, Military Service, or work-force. The STS also helps students navigate meeting the A-G requirements in order to be prepared for college admission. Removed from this, the STS also assists students in the completion of credit recovery plans for student capacity building efforts for successful high school graduation. The STS also works with school administration in the implementation of student study teams for all 7-12 grade level spans for student improvement efforts.</p> | | | <p>college and career readiness.</p> <p>Focal points of student capacity building center on raising student standing with relation to meeting (A-G requirements), assisting with credit recovery Individual Learning Plans and helping students apply to college and career technical education programs.</p> <p>Removed from this, our Student Transition Specialist, also assists our school site with the development of student class schedules and building of Master Schedule for our school programs.</p> | <p>our school's master schedule and individual student class schedules.</p> | | |
| 4.2 | <p>College, Career and Counseling Center The implementation of a College, Career and Counseling Center for La Sierra students. La Sierra will launch its College, Career and Counseling (CCC) Center, which will include offices for the Counselor and STS. The CCC Center will provide a variety of resources for students to explore and gain knowledge regarding post-secondary options. It will also provide services for students and parents, such as College/University Application assistance, ASVAB analysis, FAFSA seminars and</p> | Yes | Fully Implemented | <p>During the 23-24 school year, the La Sierra College and Career center continues to be utilized for student capacity building efforts with relation to all academic and social constructs of student learning and progress monitoring.</p> <p>The College and Career center provides opportunities for cadets to receive individualized or whole group</p> | <p>The completion of cadet and familial presentations on topics of college and career readiness indicators, the advent of holding parent and staff meetings for student intervention and implementation of tiered</p> | \$2,000.00 | \$2,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|---|-------------------------|--------------------------|
| | work force resources for La Sierra students and families. The (CCC) center will also be utilized for parent presentations to La Sierra middle school students and families regarding CTE and college and career pathways for student investigation and career exploration. | | | counseling support along with the advent of college and career planning for post secondary pathways of student interest and investigation. | structures of support. | | |
| 4.3 | <p>CTE Pathways Implement and expand CTE Course offerings. Currently La Sierra offers two CTE pathway programs in the areas of Media/Graphic Arts and Culinary Arts. La Sierra will be evaluating its current CTE pathways to ensure that all instructional and curriculum components are in the best formats possible towards ensuring that all participating students earn their respective CTE Completer's Certificate. Removed from these two pathways, La Sierra is also exploring options to expand and establish a Criminal Justice pathway for future instructional and student capacity building efforts.</p> | Yes | Fully Implemented | <p>During the 23-24 school year, La Sierra continues to offer cadets, the advent of two CTE pathways in the fields of Digital Media Arts and Culinary Arts.</p> <p>The Culinary Arts pathway is a sequence of two courses with the requirement of a Capstone project for a cadet to attain the designation of Completer Status.</p> <p>The Digital Media Arts pathway is a sequence of three courses, with also the requirement of a Capstone project for a cadet to attain the designation of Completer Status.</p> <p>Each student that is assigned to one of the pathway courses receives an Individual</p> | The completion of the Student Capstone project based on the course assignment for either the Digital Media Arts and or Culinary Arts pathway. | \$195,000.00 | \$97,500 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|---|----------------------|-----------------------|
| | | | | Learning Plan from our school's counseling team to ensure that the student is demonstrating sufficient growth towards obtaining the Completer Status designation upon completion of the last course within that specific pathway of course sequence. | | | |
| 4.4 | <p>Curriculum & Instructional Team The establishing and creation of a La Sierra Curriculum and Instructional Team. The C&I team will work closely with school administration in the adoption of all school curriculum for all 7-12 grade level spans. The C&I team will also work in conjunction with school administrative staff in the development of internal school assessment plans and establishing of best instructional practices that can be utilized for school improvement purposes across all 7-12 grade levels. Lastly, the C&I team will work in partnership with the school administrative and instructional staff towards addressing and supporting respective student subgroups needs as it pertains to the needs of SED, EL, SPED and Foster/Homeless students for continual school efforts for the promulgation of student achievement.</p> | No | Partially Implemented | <p>During the fall semester of the 23-24 school year, the La Sierra instructional staff engaged in a new curriculum adoption process for grades (7-12).</p> <p>The new curriculum adoptions are as follows:</p> <p>ELA- Adoption of McGraw-Hill Study Sync</p> <p>Social Studies- Adoption of National Geographic</p> <p>Mathematics- Adoption of Houghton-Mifflin</p> <p>Science- Adoption of Houghton Mifflin.</p> <p>The La Sierra Instructional Staff completes weekly Professional Learning Community meetings i.e., (PLC's) to collaborate on best instructional</p> | <p>The new curriculum purchases for the La Sierra instructional departments will be completed during the spring semester of 2024.</p> <p>The La Sierra instructional staff will utilize the spring semester and summer of 2024 to complete professional learning to be in a position to implement the new curriculum with fidelity for the 2024-2025 school year.</p> | \$130,000 | \$12,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | practices and analysis of student data for ongoing school improvement efforts towards elevating student learning and achievement. | | | |
| 4.5 | ASVAB Workshop The implementation of ASVAB workshops. The CCC Center will conduct multiple ASVAB Workshops to prepare students for the ASVAB Assessment and to analyze the results with students upon completion of the exam. In addition, the CCC Center will work directly with our local Military Service recruiters with the administration of the ASVAB exam and exploring options for Military Service upon graduation from La Sierra High. | No | Fully Implemented | During the 23-24 school year, the La Sierra CCC Center will help administer the ASVAB exam two times, once during the Fall Semester and once again during the Spring Semester. After the completion of each testing session, outreach is provided to all educational partners and cadets regarding the outcomes of the test results for student capacity building efforts with relation to military service application and prospective enrollment with U.S. Armed Forces branches. | The administering of the ASVAB exam once during the Fall Semester and once during the Spring Semester for the 23-24 school year. | \$300.00 | \$300 |
| 4.6 | Professional Learning Opportunities Provide professional learning opportunities for La Sierra staff to remain current on issues that directly affect our Foster and Homeless students. These professional trainings will be facilitated by the TCOE Foster Youth Services department. | Yes | Partially Implemented | During the 23-24 school year, the La Sierra staff continues to engage in ongoing professional development with regards to building greater collective understanding regarding addressing and meeting the diverse needs of our site's Foster and Homeless students for | The completion of professional learning via the TCOE Foster Youth Services department throughout the 23-24 school year on topics related to Foster and Homeless Youth services | \$4,000.00 | \$2,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|---|-------------------------|--------------------------|
| | | | | direct student support and school improvement efforts. | for ongoing school capacity building efforts in improving the site's services to La Sierra Homeless and Foster Youth students. | | |
| 4.7 | After School Credit Recovery Program Provide an after school credit recovery program for credit deficient students to earn additional credits after the school day to help designated students stay on track towards successful completion of high school within the traditional four-year span. | Yes | Partially Implemented | During the spring semester of 2024, La Sierra will provide after school credit recovery services for students in need of earning additional credits towards meeting high school graduation requirements. Removed from this, during the summer of 2024, La Sierra will also provide students credit recovery course options via the advent of summer school. | The advent of offering students the option to take credit recovery classes either after school or via summer school during the 23-24 school year for student capacity building efforts. | \$10,000.00 | \$4,000 |

Goal 5

Goal Description

La Sierra will create and maintain a safe environment that meets the academic, social and behavioral well being of all La Sierra students through the advent of educational partner collaboration for the establishing of strong student, familial and staff relationships for continual school improvement purposes.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|----------------|--|--|
| CDE Dashboard Chronic Absenteeism Indicator | 17.4% of La Sierra students are chronically absent in 2019 | Data Not Available until June 2022 Updated Data - 27.9% of students chronically absent (2022 Dashboard) | N/A | 2022-2023 Chronic Absenteeism Data- 25.7% cadets were chronically absent, a reduction of 2.2% from the 21-22 school year i.e., (27.9%). | Chronic Absenteeism will be reduced by 10% during the 23-24 school year. |
| CDE Dashboard Suspensions Indicator | 23.2% of La Sierra students were suspended for at least one day in 2019 | Data Not Available until June 2022 Updated Data - 23.1% of students suspended at least one day (2022 Dashboard) | N/A | 2022-2023 Suspension Data- 23.9% cadets were suspended at least one day during the school year. This is an increase of 0.8% in suspension percentage in comparison to the 2021-2022 school year i.e., (23.1%). | Suspension rates will be reduced by 10% during the 23-24 school year. |
| School Climate Survey | Data skewed due to non-standardized administration of the survey. | Data Not Available until June 2022 | N/A | Spring 2023 School Climate Survey- 90% of students stated feeling strongly connected to LSMA. | 95% of students will feel strongly connected to LSMA during the 23-24 school year. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| 5.1 | Military Home Room The implementation and creation of a Military Home (MHR). The MHR will be conducted during 1st period each day, with each student assigned to a MHR class of 22 or less students. The MHR instructor is responsible for developing a | Yes | Fully Implemented | During the 23-24 school year La Sierra utilizes the Military Home Room to build student capacity with relation to academic and social constructs of student learning. | The weekly development and implementation of a Military Homeroom Schedule that all teachers and | \$134,900.00 | \$67,450 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | culture of connectivity to La Sierra through team/classroom building activities, the review of school rules and norms and connecting with students and parents via the advent of teacher conferences throughout the school year. The MHR will also serve as a basis towards providing instruction to students in SEL content and in building student capacity regarding understanding military customs and courtesies. | | | Themes of Military Science, Socio-Emotional Learning and College and Career Readiness platforms are reviewed with cadets on a weekly basis for ongoing school improvement efforts with relation to increasing student achievement and connectedness to La Sierra Military Academy as a school site and learning institution. | cadets follow on a daily basis for student instruction and capacity building in the areas of military science, academics and socio-emotional learning constructs. | | |
| 5.2 | <p>MTSS Professional Network The implementation of a MTSS Professional Network. The School Counselor and STS support team will engage in professional collaboration with the TCOE MTSS Professional Network to better develop frameworks of support that address and meet the unique academic, social and behavioral needs of all La Sierra Students across all 7-12 grade level spans.</p> | Yes | Fully Implemented | <p>During the 23-24 school year, the La Sierra School Counselor and Student Transition Specialist, continue to engage in ongoing professional collaboration with TCOE professional agencies for the support and betterment of our students and learning systems.</p> <p>Meetings and partnerships are held with the TCOE College and Career, Foster & Homeless, TUPE , Community School and Title III consortium departments for ongoing school improvement efforts for raising student achievement and growth.</p> | <p>The completing of periodical meetings with TCOE social service agencies for school system building efforts.</p> <p>The implementation of a Community School teaching position during the Spring Semester of 2024. The Community School teacher will provide academic and behavioral intervention services to the site's most at-risk students for</p> | \$4,000.00 | \$4,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | | <p>ongoing student capacity building efforts in the improvement of the school site's tiered structures of student support.</p> <p>The Community School teaching position is a grant funded position through the State's California Community Schools Partnership Program. La Sierra applied and qualified for the Planning Grant which is a grant award of \$200,000 for two years.</p> | | |
| 5.3 | <p>Truancy Officer The hiring of a site Truancy Officer. The Truancy Officer (TO) will work with school administration the attendance clerk, school registrar and Student Support Services team in the daily progress monitoring of students for all La Sierra 7-12 grade level spans. The Truancy Officer will carry out and implement interventions and legal discipline procedures to help support and reduce student chronic absenteeism. The Truancy Officer</p> | Yes | Fully Implemented | <p>During the 23-24 school year, the LSMA Truancy Officer continues to supervise and implement attendance policies and procedures to help redress and resolve attendance issues for La Sierra students and families.</p> <p>The LSMA Truancy Officer provides daily direct intervention to</p> | <p>The completing of parent meetings and home visits for improving student attendance.</p> <p>The conducting of the SARB process for school tiered efforts towards addressing and</p> | \$114,271.04 | \$38,372.87 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| | will be directly responsible for implementing the SARB process, along with carrying out home visits and holding parent meetings with parents and school administrative staff to address and resolve student attendance issues. | | | students and families regarding the importance of attending school on a consistent and regular basis. The LSMA Truancy Officer implements the SARB process to ensure accountability with State educational laws and policies for school attendance accountability purposes. | improving student chronic absenteeism over the course of a given school year for school improvement efforts with relation to student attendance. | | |
| 5.4 | <p>Attendance Clerk The hiring of an Attendance Clerk. The attendance clerk will be responsible for managing and administering all attendance procedures and policies for all 7-12 grade level spans. The attendance clerk will work closely with school administrative staff and the Truancy Officer to establish systems of intervention and the promulgation of daily home contact to address and resolve student attendance issues for student and school improvement efforts.</p> | Yes | Fully Implemented | <p>During the 23-24 school year, the LSMA attendance clerk, continues to oversee the documentation and implementation of the school's daily attendance protocols for ADA reporting via the Aeries student integration system.</p> <p>The LSMA attendance clerk, works closely with school staff and TCOE agencies towards ensuring that La Sierra is compliant with all mandated attendance procedures and regulations for school reporting purposes.</p> | <p>The documentation and submitting of monthly ADA reports to the TCOE county office for school attendance reporting measures.</p> <p>The assistance with the submitting of attendance documentation as mandated for fulfilling county attendance audit requirements.</p> | \$92,580.95 | \$28,380.42 |

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

UPHS Interim Principal Helen Milliorn-Feller

SUBJECT:

2024 LCAP Mid-Year Report for 2023-2024 School

DESCRIPTION/SUMMARY:

Updated LCAP requirements now mandate Local Educational Agencies to annually provide an LCAP mid-year update presentation to their board, in an effort to ensure that progress towards the goals is continually monitored and evaluated.

FINANCING:

No financing is being requested at this time.

RECOMMENDATION:

This report is for informational purposes only.



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|----------------------------------|
| University Preparatory High School | Helen Milliorn-Feller Interim Principal | helenmf@tcoe.org 559-737-5450 |

Goal 1

| Goal Description |
|--|
| Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field. |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|-----------------------------|--|--|--|---|--|
| Grade Point Average | Minimum 3.0 GPA | UPHS unduplicated students had an average GPA of 3.537. | This data for the 2022-2023 school year will be available prior to adoption. | 240 completed courses at both UPHS and COS for fall 2023 and earned an average GPA of 3.811 | Minimum 3.4 GPA |
| College Credits | Minimum of 3 Credits per Semester | UPHS unduplicated students completed an average of 5 college credits in the Fall 2021 semester. | This data for the 2022-2023 school year will be available prior to adoption. | 207 students took classes at COS and they averaged 5.70 units for Fall 2023. | 4 Credits per Semester |
| CAASPP ICA Math | Meets Standards | The Mathematics ICA was not administered in 2020 nor 2021. The UPHS Mathematics Department decided they no longer would administer the CAASPP Mathematics ICA; but instead, they are looking at other forms of student assessment. | The Math ICA was not administered in 2020, 2021, or 2022. The UPHS Mathematics Department decided they no longer would administer the CAASPP Math ICA; but instead, they are looking at other forms of student assessment. | This assessment was not administered this year. | 75% of Students Meets Standards |
| Attendance Rate | Minimum 95% Attendance Rate | UPHS unduplicated students had an average attendance of 95% in the Fall 2021 semester. | This data for the 2022-2023 school year will be available prior to adoption. | 97.77% All Student Attendance percentage for fall semester 2023. | Minimum 95% Attendance Rate |
| Computer/Laptop Replacement | Replace Minimum of 25% of Laptop Stock | We replaced 100% of the student laptops this year. | 22% of student laptops replaced at this time. | 25% of student laptops replaced at this time. | Replace Minimum of 25% of Laptop Stock |
| CAASPP ELA Scores | 60% of Students will Meet Standards | The data for this metric is not available at this time. Updated Data - 86.16% of students in Grade 11 Met or Exceeded Standard (2021-22) | This data for the 2022-2023 school year will be available prior to adoption. | 84.48% of all 11th Grade students met or exceeded Standard. (22-23 school year) | 90% of Students Meets Standards |
| CAASPP Mathematics Scores | 50% of Students will Meet Standards | The data for this metric is not available at this time. Updated Data - 67.69% of students in Grade 11 Met or Exceeded Standard (2021-22) | This data for the 2022-2023 school year will be available prior to adoption. | 62.07% of all 11th Grade students met or exceeded Standard. (22-23 school year) | 75% of Students Meets Standards |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 1.1 | Academic Language Proficiency The following actions are designed to increase and/or improve the success of the identified students - <ul style="list-style-type: none"> Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. Ensure that all identified students have access to the appropriate technology including mobile hotspots for internet access. | Yes | Fully Implemented | New computers were purchased and are available to students. Technology access is consistent and reliable. Mobile Hot spots were available for students to use to access technology | | \$15,000.00 | \$28,162.20 |
| 1.2 | Instructional Strategies Provide professional development training on integrated and designated ELD lesson planning, instructional strategies, etc. | Yes | Fully Implemented | PD is on-going in this area throughout the year. In is provided in-house or through outside resources. Materials were purchased to help teachers with their instructional strategies for EL students | | \$7,500.00 | \$7,165.70 |
| 1.3 | EL Student Support Continue to employ one part-time teacher (EL Coordinator) to work with EL students and perform ELA/math/community outreach to work specifically with English Language Learners and their families. | Yes | Fully Implemented | Teacher has been in place and providing direct services to students since the start of the school year. | | \$54,000.00 | \$40,172.04 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| | | | | Teacher also provided tutoring to help students with academic work. | | | |
| 1.4 | Student Support for Socioeconomic Disadvantaged Students and Foster Youth. Professional development training on integrated lesson planning, instructional strategies, etc. In addition, employ one part-time instructional aide to work with socio-economic disadvantaged students. | Yes | Partially Implemented | Instructional aides is available to work with all students focusing primarily in supporting writing, reading, and vocabulary development in the areas of ELA, Science and History. | | \$37,500.00 | \$13,714.20 |

Goal 2

Goal Description

Provide support to help students develop self-efficacy and self-advocacy skills and provide trainings to develop curriculum and lessons to help students acquire these needed skills.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|-------------------------|-------------------|--|--|--|-----------------------------|
| Student Wellness Survey | 80% Completion | 98% of the students completed the Wellness Survey at the end of the Fall Semester. | Not available at this time | Administered to all students weekly and at semester's end. Completion percentage is above 95%. | 100% Completion |
| Homeroom Participation | 80% Participation | 100% of the students participate in their Homeroom class on a regular basis. | 100% of the students participate in their Homeroom class on a regular basis. | All students are enrolled in a Homeroom class. Students are given multiple opportunities to participate in the | 100% Completion |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------------------------|---|---|---|---|-------------------------------|
| | | | | Homeroom lesson activities. | |
| Average GPA | 3.0 Average GPA Per | UPHS students had an average GPA of 3.537. | Fall Semester 3.387 GPA | 240 students earned an average 3.811 GPA for fall semester 2023. | 3.50 Average GPA per Semester |
| Volunteer Hours | Students Average 5 Volunteer Hours per Semester | Due to COVID restrictions, students have not been able to have access to volunteer opportunities. | Data for this semester will be available prior to adoption. | This metric is not being measured. | 15 Hours per Semester |
| College Class Completion | Average 3.0 College Credits per Semester | UPHS students completed and average of 5 college credits in the Fall 2021 semester. | UPHS unduplicated students had an average credit rate of 4.34 college credits the first semester. | 207 students took COS classes for fall 2023 and earned about 5.7 credits. | 6 Credits per Semester |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 2.1 | Homeroom Lessons Develop Homeroom lessons that teach self-advocacy skills and mindsets which foster self-advocacy. | No | Fully Implemented | Teachers continue to collaborate to provide students with a range of Homeroom lessons covering topics about organization, self-advocacy, and growth mindsets. | | \$500.00 | \$0 |
| 2.2 | Self-Advocacy Survey Administer survey regarding students' learning progress, self-advocacy, and Schoolwide Learner Objectives. | No | Fully Implemented | Students take a self-assessment regarding their wellness in a survey administered every week in Homeroom. Additionally, students take a survey assessing their perception of their learning and growth at the end of each semester. Students completed this survey in December 2023. | | \$500.00 | \$0 |
| 2.3 | Counseling for Grade Checks by Students | Yes | Fully Implemented | Students submit a weekly report stating | | \$29,500.00 | \$24,768.90 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | Students Check Grades and Discuss actions with the teacher during Homeroom using our student management system, PowerSchool. | | | their grades in all their classes (UPHS and COS). Also, the counselor runs a D & F Report weekly and meets with students who are earning low grades in their UPHS classes. | | | |
| 2.4 | Volunteerism Tracking the number of optional student volunteer hours. | No | Not Implementing | UPHS offers many opportunities for students to volunteer on campus at various events, and at community events. The students run a club open to the whole school that also provides students with opportunities to volunteer with various community organizations. The Robotics team does have a required number of volunteer hours as a team, but as a school we do not track volunteer hours or have a requirement due to a philosophical belief at the founding of the school that volunteering is an intrinsic value that we want to nurture within students. That being said, students regularly do volunteer to help, and we often have more help than is needed. | | \$4,000.00 | \$0 |
| 2.5 | Self Scheduling of High School and College Classes | No | Fully Implemented | Students complete this during spring semester only. However, students do put in requests to | | \$21,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | Completed through PowerSchool and the School Counselor. This includes crashing classes etc. | | | change or adjust classes based on their COS college class schedule. These requests are discuss with a member of the counseling team and made when appropriate or needed. | | | |

Goal 3

Goal Description

Increase social-emotional support services provided to students and provide professional development to train teachers about social-emotional learning and the impact of mental health on schooling.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---------------------------------|---|--|--|---|--|
| After-School Support Attendance | 60% After School Support Participation | 85% of the unduplicated students utilized the after-school tutoring on a regular basis in the Fall 2021 Semester. | This data will be available prior to adoption. | For fall 2023, 77 students attended 1 or more after school/lunch tutoring session. (Tutoring services were accessed a total of 336 times during Fall semester.) | 90% Participation |
| School Attendance | 95% Overall Attendance | UPHS unduplicated students had an average daily attendance of 95% | This data will be available prior to adoption. | 97.77% of students attended their UPHS classes for fall 2023. | 95% Minimum Attendance Rate |
| CAASPP Level | Students will score "meet standards" on the Mathematics and ELA CAASPP. | This data is not available at this time. Updated Data - 86.16% of students in Grade 11 Met or Exceeded ELA Standard (2021-22) | This data will be available prior to adoption. | 84.48% of all 11th Grade students met or exceeded ELA Standard. 62.07% of all 11th Grade students met or exceeded Standard. (22-23 school year) | 90% meet Standard - ELA 75% meet Standard - Mathematics |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|------------------------|----------------------------|--|---|---|---|
| | | Updated Data - 67.69% of students in Grade 11 Met or Exceeded Mathematics Standard (2021-22) | | | |
| Wellness Survey | Wellness Score | UPHS unduplicated students scored an average Wellness Score of 3.77 out of 5. | This data is not available at this time. | UPHS students self reported their wellness foreach week and as a school averaged 3.54 out of 5 for fall 2023. | 10% increase in students' social-emotional health according to the well-being survey each year. |
| College Course Credits | 3.0 College Credits earned | UPHS unduplicated students completed and average of 5 college credits in the Fall 2021 semester. | UPHS unduplicated students had an average credit rate of 4.34 college credits the first semester. | 207 students took classes at COS for fall 2023 and earned an average of 5.7 credits. | Average 6.0 College Credits completed per semester. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.1 | Well-Being Survey Each semester, staff will administer a mental health survey during Homeroom. Staff will discuss the results and plan ways to help students. | No | Fully Implemented | UPHS Students completed this survey in December 2023. The results of the survey will be discussed at the beginning of spring 2024 semester. | | \$500.00 | \$0 |
| 3.2 | Student Learning Outcomes (SLO) Survey Each semester, students take the SLO survey to assess how their classes are helping them develop the SLO skills: communicators, problem solvers, self-motivated individuals, and respectful and responsible citizens. | No | Fully Implemented | Students completed a SLOs Survey in December for fall 2023 semester. For this survey, they self-assess their learning in context to the School-wide Learning Outcomes (SLOs). | | \$500.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| 3.3 | <p>Personnel & Services A counselor/social worker/psychologist who will meet with students, particularly students who show need (in terms of wellness).</p> <p>Teachers will observe students of concern, identify them based on surveys and other data, and report to the counselors and other necessary staff members.</p> | No | Fully Implemented | Teachers communicate when they are concerned about a student by placing the students name and the concern on the "Students of Concern" document. The "Care Team," which includes the counseling team, the school psychologist, the triage social worker, and the LVN meet twice a month to determine how to meet/help students who have social-emotional needs, academic concerns, and/or behavior issues. | | \$60,000.00 | \$33,534.57 |
| 3.4 | <p>After-School Tutoring Students will attend after-school tutoring, which will be available to students Monday through Thursday after school, including access to peer tutors. Teachers will be paid to tutor students outside of their contracted hours. This includes after-school tutoring time.</p> | Yes | Fully Implemented | Students are able to attend after-school tutoring Monday-Thursday from 3:45pm - 5:00pm. Additionally, teachers also offer 2-3 lunch time tutoring sessions for students to attend. | | \$32,000.00 | \$4,103.28 |
| 3.5 | <p>College Course Success Students will be successful in their college classes. They will seek help if they need it, from the college professors and from tutoring services (both at COS and UPHS).</p> | No | Fully Implemented | Students have access to the UPHS after school and lunch time tutoring, and they can use the tutoring center at COS if they are enrolled in a college class at COS. | | \$1,500.00 | \$6,392.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.6 | School Attendance Lessons for Homeroom Students will learn about the value of school attendance and how it impacts their current and future self. | No | Fully Implemented | During the start of the semester students worked through lessons in Homeroom about the importance of being present at school and its applications for their life after high school. | | 0 | \$0 |

Goal 4

Goal Description

Provide a school climate that increases the engagement and involvement of students, parents, and families.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---------------------------|---|--|---|-----------------------------|
| Parent Participation in School Events/Activities. | 20% Parent Participation | UPHS estimates about 75% of the parents attended and/or participated in at least one school event and/or teacher meeting. | UPHS estimated that about 75-80%% of the parents attended and/or participated in at least one school event and/or teacher meeting in the first semester. | UPHS estimated that about 75-80%% of the parents attended and/or participated in at least one school event and/or teacher meeting in the first semester (Panda Buddies, Back-to-School Night, Academic Awards Ceremony, Fall Carnival, Friendsgiving, Improv performances, Dia de Los Muertos, and Winter Music Concert.) | 90% Parent Participation. |
| Student Participation in School Events/Activities. | 50% Student Participation | Approximately 85% of the students attended at least one school sponsored event. | Approximately 90% of the students attended at least one school sponsored event. | Approximately 90% of UPHS students attended at least one school sponsored event. (Panda Buddies, Back-to-School Night, Academic Awards | 95% Student Participation. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|---|-----------------------------|
| | | | | Ceremony, Fall Carnival, Friendsgiving, Improv performances, Dia de Los Muertos, and Winter Music Concert.) | |
| Parent and Student Involvement in Community Events. | 30% of UPHS Families will Participate in a Minimum of One Community Event a Year. | Due to COVID restrictions, the families were limited or had no access to community events. | Data for this metric will be available prior to adoption. | Approximately 40% of parents and students attended at least one community event. | 50% Family Participation. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 4.1 | Educational Enrichment and After-School Activities. Provide Lab classes, After-School Tutoring, Peer Tutoring, Panda Buddies, and extra- and co-curricular activities including academic competition teams. | No | Fully Implemented | All students have access to tutoring at lunch and after school. Students also have the opportunity to choose one hour academic lab classes on Fridays to receive additional support from their teachers. | | \$32,000.00 | \$0 |
| 4.3 | Student/Parent Participation and Morale. Encourage students and parents to attend dances, spirit rallies, clubs, sports tournaments, activities such as Family Game Night, Fall Carnival, and multi-cultural days | No | Fully Implemented | UPHS families and students are regularly invited to attend all school events (Panda Buddies, Back-to-School Night, Academic Awards Ceremony, Fall Carnival, Friendsgiving, Improv performances, Dia de Los Muertos, and Winter Music Concert.) | | \$1,000.00 | \$0 |
| 4.4 | Youth-Based Events. Develop and implement an annual Restorative Justice Youth Conference. Determine if the annual Youth Summit can be returned to our schedule. | No | Not Implementing | The Youth Summit is not held in the fall semester. | | \$3,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---------------------------------|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | | | | | | | |

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tammy Bradford Assistant Superintendent
Special Services Division

SUBJECT:

Community and Special Education Schools Comprehensive School Safety Plan 2023-2024

DESCRIPTION/SUMMARY:

The Community and Special Education Schools Comprehensive School Safety Plan includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

FINANCING:

Not applicable.

RECOMMENDATION:

Recommend adoption.

Community and Special Education Schools Comprehensive School Safety Plan 2023-2024



AcCEL

ACADEMIC COLLABORATIVE
FOR EXCEPTIONAL LEARNERS

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

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Assessment of the Current Status of School Crime

A

ADVANCE DATA COLLECTION FOR THE UMIRS ConApp PAGE

For Complete ConApp Part I Instructions Refer to:

<http://www.cde.ca.gov/fg/fo/ca/>. Select Part 1 and then "Instructions"

Site Name

Mid-County

County-District-School Code

Report Period

2022-2023

| SUSPENSION AND EXPULSION REPORTING | | |
|--|----------------------|-----------------------|
| Tabulate all suspensions and expulsions by <i>Ed Code</i> Section, using only one code section per action (the most severe cited). | | |
| EDUCATION CODE SECTION | NUMBER OF EXPULSIONS | NUMBER OF SUSPENSIONS |
| 48900(a)(1) | | |
| 48900(a)(2) | | 3 |
| 48900(b) | | |
| 48900(c) | | 1 |
| 48900(d) | | |
| 48900(e) | | |
| 48900(f) | | |
| 48900(al) | | |
| 48900(h) | | |
| 48900(i) | | |
| 48900(i) | | 1 |
| 48900(k) | | 3 |
| 48900(l) | | |
| 48900(m) | | |
| 48900(n) | | |
| 48900(o) | | |
| 48900(p) | | |
| 48900(q) | | |
| 48900(s) | | |
| Record below the # of incidents in which a non-student unlawfully brought or possessed a handgun, rifle, shotgun, other type of firearm, or explosive device on school grounds during school hours or during a school-sponsored activity <u>0</u> | 48900.2 | |
| | 48900.3 | |
| | 48900.4 | |
| | 48900.7 | |
| | 48915(a)(1) | |
| | 48915(a)(2) | |
| | 48915(a)(3) | |
| | 48915(a)(4) | |
| | 48915(a)(5) | |
| | 48915(c)(1) | |
| | 48915(c)(2) | |
| | 48915(c)(3) | |
| | 48915(c)(4) | |
| 48915(c)(5) | | |
| GRAND TOTAL REPORTING PERIOD | | 8 |

Site Name Superior

County-District-School Code _____

Report Period **2022-2023**

| SUSPENSION AND EXPULSION REPORTING | | |
|---|-------------------------------------|-----------------------|
| Tabulate all suspensions and expulsions by <i>Ed Code</i> Section, using only one code section per action (the most severe cited). | | |
| EDUCATION CODE SECTION | NUMBER OF EXPULSIONS | NUMBER OF SUSPENSIONS |
| 48900(a)(1) | | |
| 48900(a)(2) | | |
| 48900(b) | | |
| 48900(c) | | 1 |
| 48900(d) | | |
| 48900(8) | | |
| 48900(f) | | |
| 48900(0) | | |
| 48900(h) | | |
| 48900(i) | | |
| 48900(i) | | |
| 48900(k) | | 4 |
| 48900(1) | | |
| 48900Cm) | | |
| 48900(n) | | |
| 48900(0) | | |
| 48900(0) | | |
| 48900(a) | | |
| 48900(s) | | |
| Record below the # of incidents in which a non-student unlawfully brought or possessed a handgun, rifle, shotgun, other type of firearm, or explosive device on school grounds during school hours or during a school-sponsored Activity _____ | 48900.2 | |
| | 48900.3 | |
| | 48900.4 | |
| | 48900.7 | |
| | 48915(a)(1) | |
| | 48915(a)(2) | |
| | 48915(a)(3) | |
| | 48915(a)(4) | |
| | 48915(a)(5) | |
| | 48915(c)(1) | |
| | 48915(c)(2) | |
| | 48915(c)(3) | |
| | 48915(c)(4) | |
| | 48915(c)(5) | |
| | GRAND TOTAL REPORTING PERIOD | |

Site Name

Special Education

County-District-School Code

Report

2022-2023

| SUSPENSION AND EXPULSION REPORTING | | |
|--|----------------------|-----------------------|
| Tabulate all suspensions and expulsions by <i>Ed Code</i> Section, using only one code section per action (the most severe cited). | | |
| EDUCATION CODE SECTION | NUMBER OF EXPULSIONS | NUMBER OF SUSPENSIONS |
| 48900(a)(1) | 0 | 1 |
| 48900(a)(2) | | |
| 48900(b) | | |
| 48900(c) | | 1 |
| 48900(d) | | |
| 48900(8) | | |
| 48900(f) | | |
| 48900(0) | | |
| 48900(h) | | |
| 48900(i) | | |
| 48900(i) | | |
| 48900(k) | | |
| 48900(1) | | |
| 48900Cm) | | |
| 48900(n) | | |
| 48900(0) | | |
| 48900(0) | | |
| 48900(a) | | |
| 48900(s) | | |
| Record below the # of incidents in which a non-student unlawfully brought or possessed a handgun, rifle, shotgun, other type of firearm, or explosive device on school grounds during school hours or during a school-sponsored Activity <u> 0 </u> | 48900.2 | |
| | 48900.3 | |
| | 48900.4 | |
| | 48900.7 | |
| | 48915(a)(1) | |
| | 48915(a)(2) | |
| | 48915(a)(3) | |
| | 48915(a)(4) | |
| | 48915(a)(5) | |
| | 48915(c)(1) | |
| | 48915(c)(2) | |
| 48915(c)(3) | | |
| 48915(c)(4) | | |
| 48915(c)(5) | | |
| GRAND TOTAL REPORTING PERIOD | | 2 |

Appropriate Programs & Strategies that Provide School Safety

B

STRATEGIES THAT PROVIDE SCHOOL SAFETY - COMPREHENSIVE SCHOOL SAFETY PLAN

- Community School students are searched daily as they enter the school building or school grounds. Staff have access to the use of a metal detector wand. Students are required to pull out everything from their pockets. Personal items, such as cell phones are locked away until the end of the school day.
- Community Schools maintain a tighter structure throughout the day. Students aren't allowed to wander around the building or classroom. Students are allowed to use the restroom only one at a time. The movement of students is restricted to break, lunchtime, and at dismissal. Staff supervision is provided at bus stops and on the bus where applicable. Staff have access to two-way radios for communication.
- Due to gang activity, students are placed in classrooms with compatible students. Community schools enforce a zero tolerance to gang activity/intimidation. Incidents are swiftly handled by staff and aggressive student(s) are removed from school sites.
- Community Schools have a high presence of probation officers visiting the schools to meet with the youth on their caseload. Collaborative meetings take place with police gang task force officers and sheriff officers regarding safety concerns. Part-time contracted services have taken place with a retired sheriff detective and a highway patrol officer to consult on safety issues.
- Support staff provides anger management, crisis intervention, drug/alcohol, gang intervention counseling, and individual counseling as an overall support to school safety. Counselors provide drug/alcohol and anger management counseling on site. A school psychologist has been assigned to Court/Community Schools to assist with difficult student behavior issues.
- Community Schools promote Positive Behavior Support structure to enhance school safety and to acknowledge students exhibiting positive behaviors.
- AcCEL satellite classrooms are located on district comprehensive school sites and follow the safety protocols for each site. Students are always monitored by staff.
- AcCEL Special Education Centers are supervised by TCOE administration. Students are always monitored by staff.

Child Abuse Reporting Procedures

C

MANDATORY CHILD ABUSE REPORTING

General:

The intent and purpose of the legislation is to protect children from abuse. In any investigation of suspected child abuse, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim. (11164 P.C.)

Definitions:

Section 11166 P.C. states that" ...any child care custodian... who has knowledge of or observes 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, shall report the known or suspected instance of child abuse to a child protective 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."

Reasonable suspicion means that which is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate, on his or her training and experience, to suspect child abuse.

Child Abuse:

Child abuse means a physical injury which is inflicted by other than accidental means on a child by another person; the sexual abuse of a child; any act or omission which results in willful cruelty or unjustifiable punishment of a child; or the unlawful corporal punishment or injury of a child. It also means the neglect or abuse of a child in out-of-home care. (11165.6 P.C.)

Child abuse does not mean a mutual combat between minors or injury caused by reasonable and necessary force used by a peace officer... acting within the course and scope of his or her employment as a peace officer.

1. Sexual abuse means the sexual assault or sexual exploitation of a child and includes unlawful sexual intercourse (261.5 P.C.); annoying or molesting (647.6 P.C.); and child pornography (311.2 P.C.).
2. Willful cruelty or unjustifiable punishment means a situation where any person willfully causes or permits any child to suffer, or inflicts unjustifiable physical pain or mental suffering, or having the care and custody of any child, willfully causes or permits the child to be placed in a situation where the child's health is endangered. (11165.3 P.C.)
3. Unlawful corporal punishment or injury means a situation where any person willfully inflicts upon any child any cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (11165.4 P.C.)
4. Neglect means the negligent treatment or maltreatment of a child by a person responsible for a child under circumstances of harm or threatened harm to the child's health or welfare. This includes:
 - a. Severe neglect means the negligent failure of a person having the care and custody of the child to protect the child from severe malnutrition or medically diagnosed failure to thrive and those situations of neglect where any person having the care or custody of the child causes the child to be placed in a situation where the child's health is endangered, including the intentional failure to provide adequate food, clothing, shelter, or medical care.
 - b. General neglect means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury has occurred. (11165.2 P.C.)

Reporting:

School employees fall within the definition of "childcare custodian" and are considered mandatory child abuse reporters. Within 36 hours, make your initial telephone call, then complete the Suspected Child Abuse Report form, keep a Xerox copy, and forward the original, blue, and green copies of the Suspected Child Abuse Report to:

Agency **CPS**

Type of Abuse

General Neglect (wards or non-wards)

1. Unsupervised children
2. No food
3. Inadequate clothing
4. Drug paraphernalia in home
5. Drugs in home

Law Enforcement Agency

Any abuse that requires immediate medical treatment

Any abuse, which requires investigation for criminal complaint

1. Severe neglect
2. Sexual abuse
3. Willful Cruelty/unjustifiable punishment
4. Unlawful corporal injury/punishment

Failure to Report:

Failure to comply with the requirements of Section 11166 P.C. is a misdemeanor, punishable by up to six months in a county jail, by a fine of one thousand dollars, or by both fine and imprisonment. The reporting responsibilities under this section are individual and while you may consult with supervisory personnel to determine if there is reasonable suspicion of child abuse, no supervisor or administrator may impede or inhibit the reporting duties, and no person making a report shall be subject to any sanction for making the report. (11166(h) P.C.)

California Penal Code 11174.3
"School Interview Law"

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. The representative of the agency investigating suspected **child abuse** or neglect, or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the **interview**. The member of the staff so present shall not discuss the facts or circumstances of the case with the **child**. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** may decline the request to be present at the **interview**. If the staff person selected agrees to be present, the **interview** shall be held at a time during **school** hours when it does not involve an expense to the **school**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Suspension & Expulsion Policies

D

Suspension

A teacher may only suspend a student from the teacher's classroom for the day of the incident or the day of the incident and the following day. Only the program manager/principal may suspend for additional days given the nature of the infraction. The student shall not return to the class from which he/she was suspended, during the period of suspension, without the concurrence of the teacher and principal/or program manager. Following the student's suspension, a conference is to be held at school and should include the student, parent, teacher, and any appropriate staff member. The principal/program manager must be included in the conference when the student was suspended for serious situations involving physical altercations, threats, gangs, etc. The parent/guardian of the student must be notified in writing regarding the reason(s) the student was suspended, the length of suspension, and time/date of conference. The student will not be released from the school without an adult signing out and picking up the student. A parent can also give verbal permission over the phone to release the student walking home, send the student home by public transport, or by a Truancy/Intervention Officer transporting the student home.

Documentation

It is imperative that every discipline issue be documented in Aeries. It is important to note all attempts made by the teacher to resolve the problem prior to the referral. Documentation of the suspension must be written based on FACTS (who did what to whom, when, where etc.), and not on opinion. Do not list the names of other students or staff since the reports are cyber-based.

Steps which may be taken prior to Suspension or in lieu of suspension:

- Warning; conference with student privately.
- Time-out from class. Students are assisted with schoolwork by an instructional aid.
- In-School Suspension for part of the class period or day.
- Detention-lunch detention or after-school detention. Students are supervised by a teacher or instructional aide.

Steps which may be taken when a decision has been made to suspend the student:

- The suspending teacher places a call to the parent notifying the parent of the suspension reason, the length of suspension, and the date/time of a mandatory conference with the teacher. FOR ADMINISTRATIVE SUSPENSIONS, THE PRINCIPLE/PROGRAM MANAGER WILL PLACE THE CALL TO THE PARENT.

- If a safety issue is present with the student being suspended, the student is escorted and supervised by any staff until the parent arrives to take the student home.
- If the parent cannot pick up the student, the parent must verbally give permission for the student to leave campus on his own or to be picked up by someone else, transported by a Truancy/Intervention Officer, or return home by public transportation.

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The community school teacher is often involved with the suspension decision. If a suspension decision is made by the principal or program manager when the teacher is not present, the teacher will be informed of such decision and the reason for the suspension.

Students

Suspension And Removal/Due Process

The County Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the County Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulations.

Student Due Process

The County Board shall provide for fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. • (Education Code 48911, 48915, 48915.5)

Supervised Suspension Classroom

The County Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the classroom.

The County Superintendent or designee shall establish a supervised classroom suspension programs which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no immediate danger or threat at school and for whom an expulsion action has not been initiated.

The County Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study

Students

Suspension And Removal/Due Process

teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Tulare County Board of Education believes that parental involvement plays an important role in the resolution of classroom behavior problems. The county board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from a class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The County Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

County Office regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Students**Suspension And Removal/Due Process****Expulsion**

Expulsion is an action taken by the Governing Board for severe or prolonged breaches of discipline by a student. Except for single act of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

Decision Not to Enforce Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the County Board. In all other cases, the order for expulsion may be suspended by the County Board, on a case-by-case basis, pursuant to the requirements of law.

*Legal Reference:***EDUCATION CODE***212.5 - Sexual harassment**1981 - Enrollment of students in community school**17292.5 -Program/or expelled students**35146 - Closed sessions (re suspensions)**35291 -Rules (for government and discipline of schools)**35921.5 -Rules and procedures on school discipline**48660- 48666 - Community Day schools**48900- 48926 -Suspension and expulsion**48950 -Speech and other communication**48973- 49079 -Privacy of student records***CIVIL CODE***47 - Privileged communication**48.8 - Defamation liability***CODE OF CIVIL PROCEDURE***1985-1997 - Subpoenas: means of production***GOVERNMENT CODE***11455.20 - Contempt**54950-54962 - Ralph M. Brown Act***HEALTH AND SAFETY CODE***110J4.5 - Drug paraphernalia**11053-11056 -Standards and schedules***LABOR CODE***230.7 - Discharge or discrimination against employees for taking time off to appear in school on behalf of a child***PENAL CODE***31 - Principal of a crime, defined**240 - Assault defined**241.2 - Assault fines**242 - Battery defined*

Students**Suspension And Removal/Due Process**

Legal Reference continued

PENAL CODE
 243.2 - Battery on school property
 243.4-Sexual battery
 245 -Assault with deadly weapon
 245.6 - Hazing
 261-Rape defined
 266c - Unlawful sexual intercourse
 286 - Sodomy defined
 288 - Lewd or lascivious acts
 288a- Oral copulation
 289 - Penetration of genital or anal opening
 626.2 - Entry upon campus after written notice of suspension or dismissal without permission
 626.9 - Gun-Free School Zone Act of 1995
 626.10 - Dirks, daggers, knives, razors, or stun guns
 868.5 - Supporting persons; attendance during testimony of a witness

WELFARE AND INSTITUTIONS CODE
 729.6 - Counseling

UNITED STATES CODES. TITLE 18
 921 - Definitions, firearm

UNITED STATES CODE. TITLE 20
 7151 - Gun free schools

COURT DECISIONS
T.H.v. San Diego Unified School District (2004) 122 Cal.App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal.App.4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board o(Education and Kenneth H. (2001) 85 Cal.App. 4th 1321
Garcia v. Los Angeles Board o(Education (1991) 123 Cal.App.3rd 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal.App.3rd 1182
John A. v. San Bernardino School District (1982) 33 Cal.3rd 301

ATTORNEY GENERAL OPINIONS
 84 Ops.Cal.Atty.Gen. 146 (2001)
 80 Ops.Cal.Atty.Gen. 91 (1997)
 80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEBSITES
 CSBA: <http://www.csba.org>
 California Attorney General's Office: <http://www.caag.state.ca.us>
 California Department of Education: <http://www.cde.ca.gov>
 U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/aboutlo-ffices/list/osdfsindex.html>

Policy Adopted: 8/7/91
 Revised: 6/7/00
 10/10/07

Tulare County Board of Education
 Visalia, CA

SUSPENSION And EXPULSION CODES Listed In The CALIFORNIA ED CODE

48900 Most be related to school activity or school attendance

(Serious---can be suspended or expelled on first offense)

- (a) I & 2: Caused physical injury or used force or violence against another.
- (b) Possessed etc. firearm, knife, explosive, or another dangerous object.
- (c) Possessed etc. controlled substance, alcoholic beverage, or intoxicant.
- (d) Offered to sell controlled substances, alcoholic beverages, or intoxicants.
- (e) Robbery or extortion

(Less Serious)

- (f) Caused damage to school or private property.
- (g) Stole school or private property.
- (h) Possessed/used tobacco.
- (i) Committed obscene act, habitual profanity, or vulgarity.
- G) Possessed etc. drug paraphernalia
- (k) Disrupted school activities or defied authority of school personnel.
- (l) Knowingly received stolen property
- (m) Possessed imitation firearm.
- (n) Committed sexual assault or battery.
- (o) Harassed etc. pupil who witnessed disciplinary hearing.
- (p) Offered prescription drug Soma.
- (q) Engaged in hazing.
- (r) Aids or abets infliction of physical injury.

48900.2 {only for Grades 4 -12}

Committed sexual harassment-severe or pervasive.

48900.3 {only for Grades 4 -12}

Caused act of hate violence

48900.4 (only for Grades 4 -12)

Intentionally engaged in severe or pervasive harassment, threats, or intimidation of school personnel or pupils

48900.7 Made terrorist threats against school officials or property.

48901.5 (Governing Board of School District may prohibit)

Possession or use of electronic signaling device.

48915 Expulsion Offenses

(a) Expulsion offenses unless inappropriate to circumstances when other means not feasible or have repeatedly failed to bring about proper conduct OR pupil presents continuing danger to self or others:

- (1)** Caused serious physical injury to another person.
- (2)** Possession of knife or another dangerous object
- (3)** Unlawful possession of any controlled substance except for one once marijuana on 1st offense
- (4)** Robbery or extortion
- (5)** Assault or battery

(b) Immediate suspension and recommended expulsion for following at school or on school activity.

- (1)** Possessing etc. a firearm
- (2)** Brandishing a knife at another
- (3)** Selling a controlled substance
- (4)** Committing sexual assault or battery
- (5)** Possession of an explosive

(e) May expel for 48900 (t) to (m) if other means of correction not feasible or have failed previously or if pupil's presence is a continuing danger

Policy for Notifying Teachers of Dangerous Pupils

E

PROCEDURE FOR NOTIFYING TEACHERS OF DANGEROUS STUDENTS

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that states teachers must be notified of the reason(s) a student has been suspended for:

- 48900.2 Committed sexual harassment-severe or pervasive
- 48900.3 Caused act of hate violence
- 48900.4 Intentionally engaged in severe or pervasive harassment, threats, or intimidation of school personnel or pupils
- 48900.7 Made terrorist threats against school officials or property

The following procedure will be followed:

- The administrator will call a law enforcement officer to file charges if appropriate for any of the acts committed as listed above.
- Administrator will suspend the student.
- The administrator will notify all teachers at the school site of a suspension for one of the above.

The community schoolteacher is often involved with the suspension decision. If a suspension is made by the administrator when the teacher is not present, the teacher will be informed of such decision and the reason for the suspension by verbal or written communication.

ANGRY PARENT REQUESTING CONFERENCE

When an angry parent requests to speak immediately to a teacher, the Truancy/Intervention Officer, Program Manager, or instructional assistant will inform the parent that the teacher cannot be interrupted during class time. The staff member addressing the parent will schedule an appointment for the parent to speak to the teacher or will note a telephone number for a call by the teacher. The staff member may also provide the parent with the principal/program manager's office number if the parent wishes to complain. If the parent becomes profane or hostile, the staff member will inform the parent that a call will be made to 911 if the situation calls for this action.

Education Code 44811 makes it a crime to be abusive to teachers and staff: *"Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of misdemeanor which is punishable by a fine not exceeding one hundred dollars, by imprisonment in the county jail for a period not more than ten days, or both".*

EDUCATION CODES SECTION 44810 AND 44811 PROVISION ON ABUSE OF TEACHERS

The following Education Code Section 44810 and 44811 make it a crime to disrupt instruction or extra-curricular activities at your school sites.

44810. Every minor over 16 years of age or adult who is the parent or guardian of a pupil of the school, who comes upon any school ground or into any school house and there willfully interferes with discipline, good order, lawful conduct, or administration of any school class or activity of the school, with bodily injury upon any person, is guilty of a misdemeanor, and is punishable by a fine of not less than one hundred dollars (\$100) nor more than six months, or both.

44811. Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor which is punishable by a fine not exceeding one hundred dollars (\$100), by imprisonment in the county jail for a period not more than ten (10) day, or both. This section does not apply to any otherwise lawful employee concerted activity, including, but not limited to, picketing and the distribution of handbills.

Discrimination & Harassment Policy

F

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

SEXUAL HARASSMENT INFORMATION SHEET

Sexual Harassment is a form of discrimination which is prohibited by both federal and state law. County Board and Superintendent Policies 4119.11 prohibit sexual harassment of employees and Board Policy 5145.7 prohibits sexual harassment of students. Sexual harassment includes gender-based harassment of a person of the same sex as the harasser. Both state and federal law and Office Policy prohibit retaliation against any complainant or participant in the sexual harassment complaint process.

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting when:

- Submission to the conduct is made expressly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by the individual is used as the basis for an employment decision, including, but not limited to, promotion, demotion, transfer, reassignment, or termination.
- The conduct has the purpose or effect of unreasonably interfering with the individual's work performance; creating an intimidating, hostile or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development.

Examples of Sexual Harassment: Sexual harassment includes, but is not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Offering employment benefits in exchange for sexual favors.
Making sexual gestures, displaying sexually suggestive objects, pictures, cartoons, or posters.
- Unwelcome sexual slurs, epithets, threats, innuendoes, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Sexual jokes, stories, cartoons, drawings, pictures, graffiti, or sexually explicit e-mails.
- Spreading sexual rumors.
- Graphic verbal comments about an individual's body, or overly personal conversations, or pressure for sexual activity.
- Touching an individual's body or clothes in a sexual way.
- Any act of retaliation against an individual who reports a violation of the Office's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
- Massaging, grabbing, fondling, stroking, or brushing the body.
Cornering, blocking, leaning over, or impeding normal movements.
- Displaying sexually suggestive objects or using sexual computer screen savers.

Prohibition: The Office prohibits sexual harassment in the working environment of employees or applicants by any person in any form. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Complaint Procedure: Any employee who believes he or she has been sexually harassed is encouraged to report the incident through either an informal or formal complaint process. An informal complaint may be made with the employment supervisor, program manager, or administrator. A formal complaint must be in writing and made to the Director of Human Resources, PO Box 5091, Visalia CA 93278-5091. Any employee having knowledge of conduct by another employee, student volunteer or individual in the employment or academic community which may constitute sexual harassment of employees or students is required to immediately report such conduct to any of the individuals specified in the Office's policies.

Employees needing additional information regarding the Office's sexual harassment policies should contact the Assistant Superintendent of Human Resources at 559-733-6306. A copy of the Office's policy prohibiting sexual harassment of employees and sexual harassment of students can be obtained from the Human Resources office.

Legal Remedies: The Tulare County Office of Education encourages employees to file their complaints of sexual harassment with the Office so that the complaint can be resolved at the earliest possible date. However, employees are not prohibited from submitting their complaint directly to the Department of Fair Employment and Housing (DFEH). The address and telephone number of the local office of the DFEH are as follows:

Fresno DFEH
1900 Mariposa Mall Suite 130
Fresno, CA 93721-2500
(800) 884-1684

Employees who file a complaint may be entitled to civil law remedies, including, but not limited to, injunctions, restraining orders, hiring, reinstatement, back pay, promotion or monetary damages.

Rev. 211119

SEXUAL HARASSMENT DEFINITION

Sexual harassment is a form of discrimination based on gender. Not all harassment of a sexual nature will become a claim of sexual harassment. Sexual harassment surfaces as inappropriate visual, verbal, and physical conduct directed by an adult to an adult, and adult to a student, a student to an adult, or student to a student.

- 1.1 Quid Pro Quo means "you do something for me, and I'll do something for you." This may mean sex-for-job or sex-for-grades. Quid Pro Quo sexual harassment is not limited to harassment from an adult to a student. Student can initiate Quid Pro Quo sexual harassment. A student or adult who withholds and/or promises a benefit for the exchange of sexual favors would be guilty of Quid Pro Quo sexual harassment. It can be based on a single incident or a series of incidents.
- 1.2 Hostile Environment sexual harassment is the most prevalent form of sexual harassment. For practical atmosphere that is so severe or pervasive that is intimidating or offensive to a "reasonable person" of the same gender as the victim can be construed as Hostile Environment sexual harassment.

2.0 Prevention

- 2.1 Inform students, parents, and staff re: policy & procedure with respect to the issues, which surround sexual harassment and sexual abuse.
- 2.2 Post in classroom rules re: sexual harassment.
- 2.3 Do not tolerate; treat as profanity and other undesired behaviors.
- 2.4 Always relate to the Pillars of Character and Decision-Making model re: unwanted behaviors & language.
- 2.5 Investigate and document incident and consequences.
- 2.6 Monitor and follow-up.
- 2.7 Always provide adequate supervision inside and outside of the classroom.

3.0 Reporting Allegations

3.1 Incident Report

- *Investigation conducted by Lead-Teacher when student concerns about sexual harassment conduct is by student.
- *Investigation conducted by Program Manager when sexual harassment conduct is by staff.
- *All allegations of sexual harassment must be reported to Program Manager.
- *Child abuse and sexual harassment may constitute a criminal offense and must be reported immediately to appropriate agencies.

SEXUAL HARASSMENT

The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the site administrator or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the site administrator or designee at his/her school. If the site administrator or designee does not promptly remedy a situation involving sexual harassment, a complaint of harassment can be filed in accordance with AR 1312.1 *Complaints Concerning School Personnel* or AR 1312.3 *Uniform Complaint Procedures*. The site administrator or designee shall determine which procedure is appropriate.

The Tulare County Office of Education prohibits retaliatory behaviors against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

*Legal Reference:*CIVIL CODE*1714.1 Liability of parents/guardians for willful misconduct of minor*EDUCATION CODE*200-240 Prohibition of discrimination on the basis of sex, especially:**212.5 Sexual harassment**212.6 Sexual harassment policy**230 Particular practices prohibited**48904 Liability of parent/guardian for willful student misconduct**48980 Notice at beginning of term*UNITED STATES CODE. TITLE 42*2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended**2000h-2 et seq. Title IX, 1972 Education Act Amendments**Franklin vs. Gwinner County Schools (1992) 112 S. Ct. 1028**Policy Adopted: 9/15/93**Tulare County Board of Education
Visalia, CA*

SEXUAL HARASSMENT

- Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical contact of a sexual nature when: (Education Code 212.5)
 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
 2. Submission to or rejection of the conduct by an individual is used as the basis for an academic decision affecting the individual.
 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited, and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.

SEXUAL HARASSMENT

11. Any act of retaliation against an individual who reports a violation of the Office's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

SEXUAL HARASSMENT

Prohibited sexual harassment is generally unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone in the educational setting. Sexual harassment includes, but is not limited to, the following behavior directed at an individual on the basis of gender:

1. Unwelcome, subtle sexual advances, which are even flattering in some instances, which make some female/male students, feel awkward about rejecting the advances.
2. Unwelcome leering, staring, sexual flirtations or propositions.
3. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
4. Unwelcome graphic verbal comments about an individual's body or overly personal conversation.
5. Unwelcome sexual jokes, stories, drawings, pictures, or gestures.
6. Unwelcome spreading of sexual rumors.
7. Unwelcome teasing or sexual remarks about student enrolled in a predominantly single-sex class.
8. Unwelcome touching of an individual's body or clothes in a sexual way.
9. Conditioning academic and/or student activity privileges on submission to unwanted sexual conduct from students or staff.
10. Cornering or blocking of a sexual nature of normal movements.
11. Displaying sexually suggestive objects in the education environment.
12. Favoritism toward female/male students.

The above has been reviewed with us and we have received a copy of the Sexual Harassment Policy and grievance procedure.

(parent signature)

(date)

(student signature)

(date)

StudentsGrievance Procedure - Title IX

A grievance is any alleged discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, as related Title IX of the Education Amendment, concerning admission of students; treatment of students; or the employment of certificate or classified employees.

Grievance shall be processed in accordance with following procedures:

Step 1. The grievance shall be presented in writing to the immediate supervisor of the program in which the discrimination is alleged to have occurred. This must be done within ten (10) calendar days of the occurrence giving rise to the grievance. The supervisor shall reply in writing within ten (10) calendar days thereafter.

Step 2. If the grievant is not satisfied with the reply in Step 1, the grievance shall be presented in writing, within ten (10) calendar days after such reply, to the assistant superintendent. The assistant superintendent shall reply in writing within ten (10) calendar days thereafter.

Step 3. If the grievant is not satisfied with the reply in Step 2, the written grievance may be presented, within five (5) calendar days thereafter, to the county superintendent or his designee. The superintendent or his designee shall meet promptly, upon request, with the grievant during regular business hours to discuss the grievance and shall reply in writing to the grievant within five (5) calendar days thereafter.

Step 4. If the grievant is not satisfied with the reply in Step 3, the grievance may be presented to the Tulare County Board of Education for final disposition at its next regularly scheduled meeting. Each of the formal requirements and time limitations stated herein for the processing and arbitration of grievances shall be strictly adhered to, provided, however, that any such time limits may be extended by the express written agreement of the parties. If the superintendent's authorized representative fails to answer a grievance shall be deemed waived and terminated.

All preparation, filing investigation, processing, and hearing of grievances shall be conducted, insofar as possible, during the non-working or non-instructional time of all involved parties, with no release time provided.

Legal Reference: Title IX, Education Amendment of 1972 (amending the Higher Education Act of 1965), 20 USC ' ' 1681-1686, as amended by Public Law 94-482, and effective Oct. 12, 1976

34 Code of Federal Regulations, Part 106

106.8 - Adoption of grievance procedures

Regulation

Approved: 5/18/77

Revised: 10/1/86

Office of the Tulare County Superintendent
of School, Visalia, CA

School Wide Dress Code

G

*Tulare County Office of Education
Community School
Dress Code*

The following dress code will be **STRICTLY** Enforced:

- **ONLY Plain Men's gray, black, or white t-shirts.** No logos, letters, pictures, buttons, zippers, or collars. No gang related colors, designs, or brands.
- **Plain gray or white undershirts.** No gang related colors, designs, or brands as undershirts.
- **Plain white, gray, or black tennis shoes.** **NO** boots, sandals, slippers, dress shoes, etc., unless you have a note from a physician.
- **Plain denim blue, black or gray jeans. Shorts are not allowed underneath jeans!** No corduroy, khaki, anchor blue, or indigo jeans. **NO CARGO PANTS! NO LEGGINGS! NO RIPPED JEANS! NO SAGGING PANTS! NO SWEATPANTS/JOGGERS** (unless pregnant or doctor's note is provided. Only **BLACK** or **GRAY** allowed). No gang related colors, designs, or brands.
- **BELTS** may be worn to keep pants at the waist. **Belts must have plain buckles.** **NO** buckles or belts with initials, designs, or gang-related colors are allowed.
- **ANY GANG COLORS** on student's clothing, including tags, stitching, or brand logos will result in disciplinary action.
- **No gang-related colors** on fingernails, hair ties, ribbons, barrettes, etc.
- **In cold weather,** students may wear **plain gray, black, or white sweatshirts** or jackets with or without a hood. Plain denim jackets are acceptable as is yellow or green rain gear. No sports-related jackets are allowed. **Students are not allowed to wear their sweatshirt hood indoors.**
- **No hats, hair nets, or other head gear are allowed.** Exceptions are made for religious reasons or health reasons.
- **NO JEWELRY.** This includes watches, rings, earrings, any body piercing, tongue piercing, anklets, bracelets, necklaces, etc. Bringing these items to school will result in disciplinary action such as confiscation and will be returned to students at the end of day for first offense. The second offense will result in confiscation and parent/guardian must pick up the item(s). Gang related jewelry will be confiscated and may be given to the probation officer for appropriate action.

All violations to our dress code will result in disciplinary action which may include: writing assignment, confiscation, after-school detention, in-school suspension, suspension, parent/teacher conference, or conference with probation officer.

Student Signature

Date

Parent Signature

Date



AcCEL School Dress Code

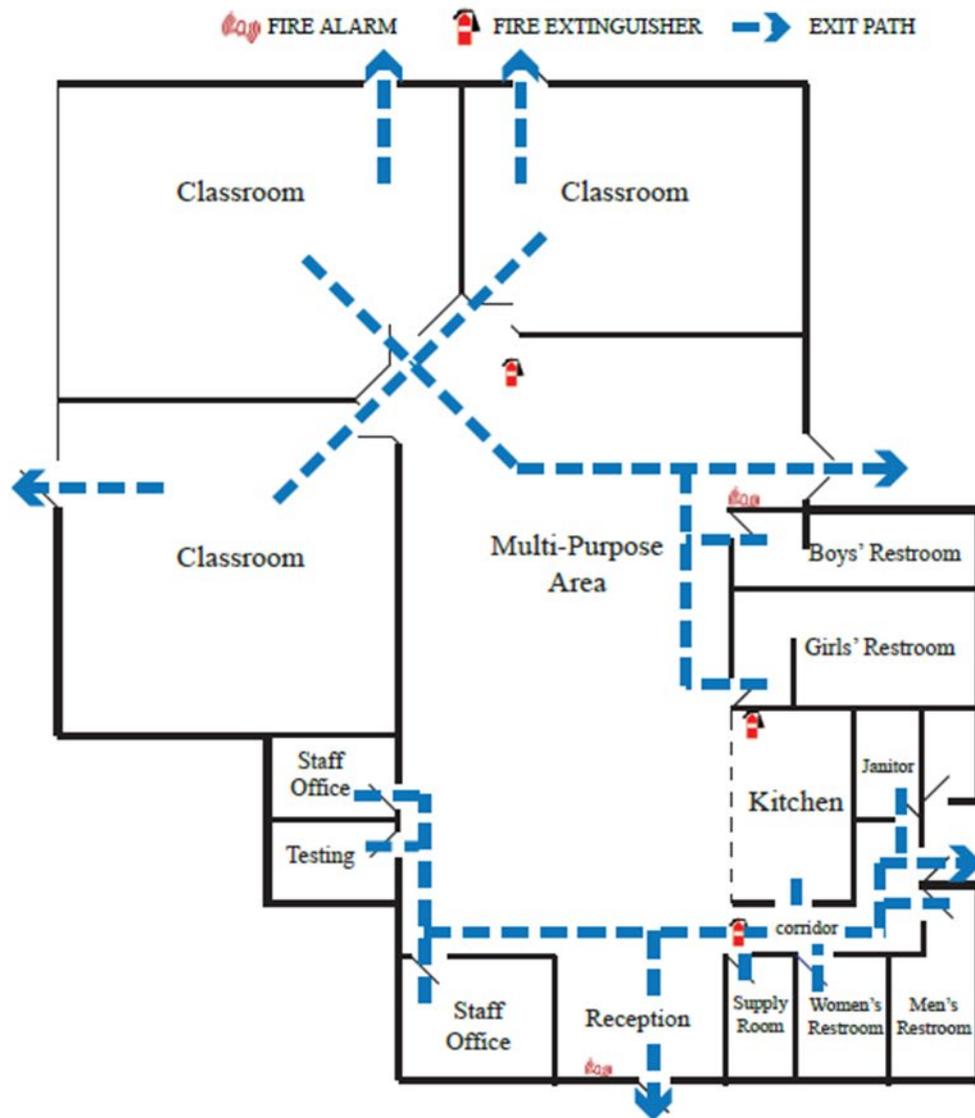
AcCEL students follow the dress code for the district site on which they attend.

Students attending AcCEL center-based classrooms may not wear any clothing that would cause a safety issue for the student, nor any clothing depicting offensive symbols or words. Parents are contacted immediately if a student violates the dress code and is asked to bring the student a change of clothing if one is required.

Safe Ingress & Egress Procedures

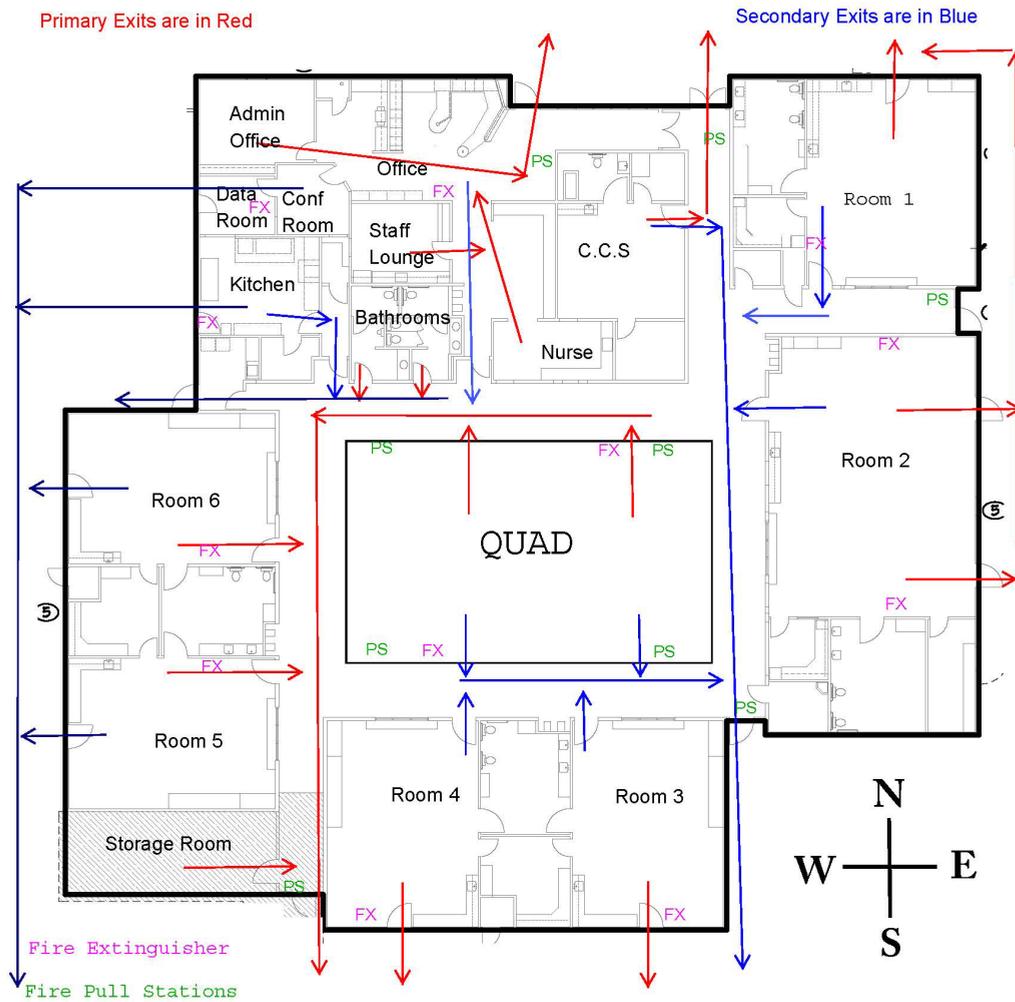
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Mid-County Community School Emergency Evacuation Plan



MLC Emergency Evacuation Routes

November 7, 2016



All teachers are to carry classroom attendance log.

Preschool & Opportunity classrooms will send an instructional assistant to help the MOVE class with wheel chair students once their students have exited.

Any available DIS, Nursing, Technology and secretarial staff will assist the MOVE teacher with students.

Superior Community School

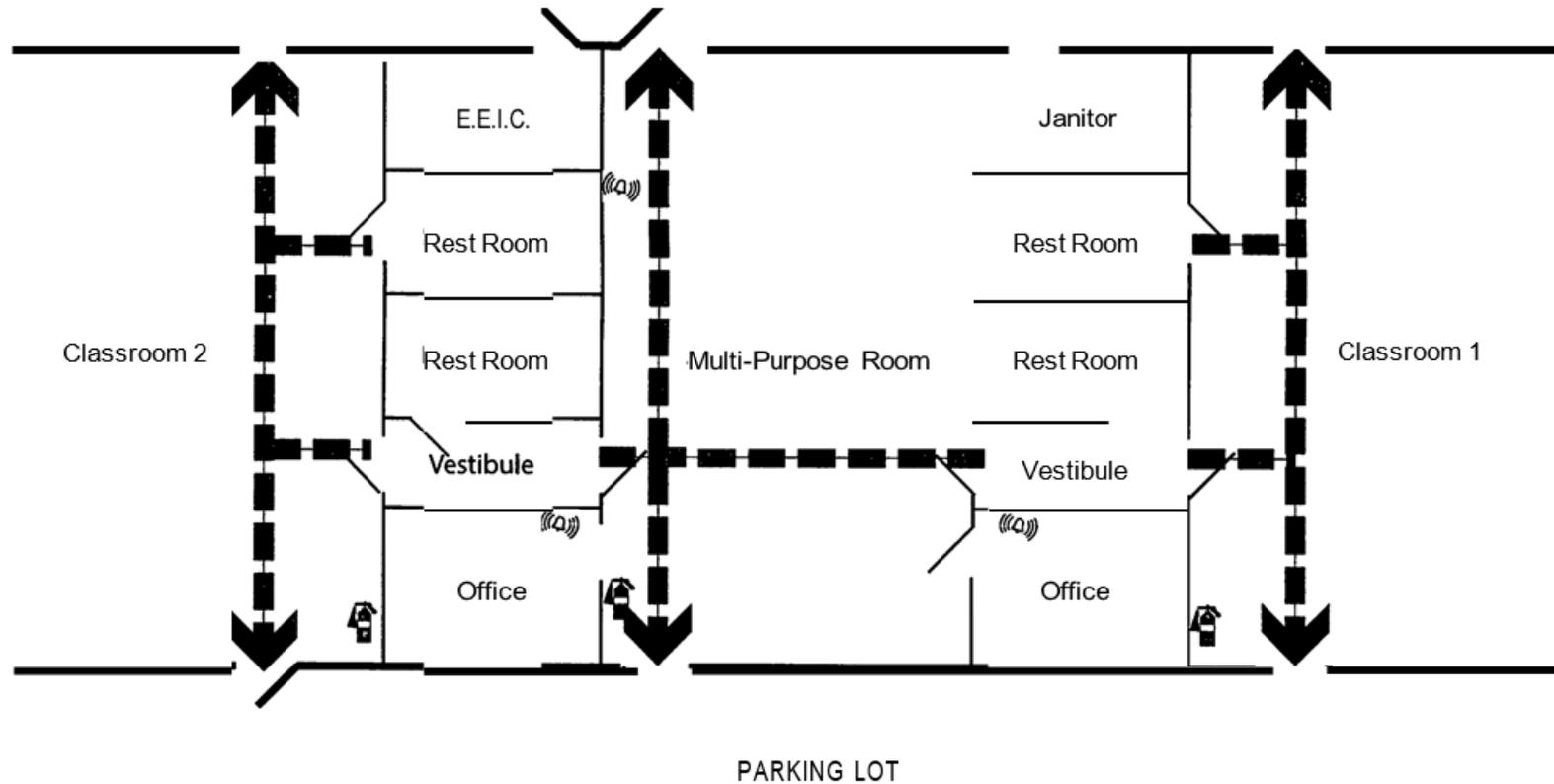
Evacuation Map

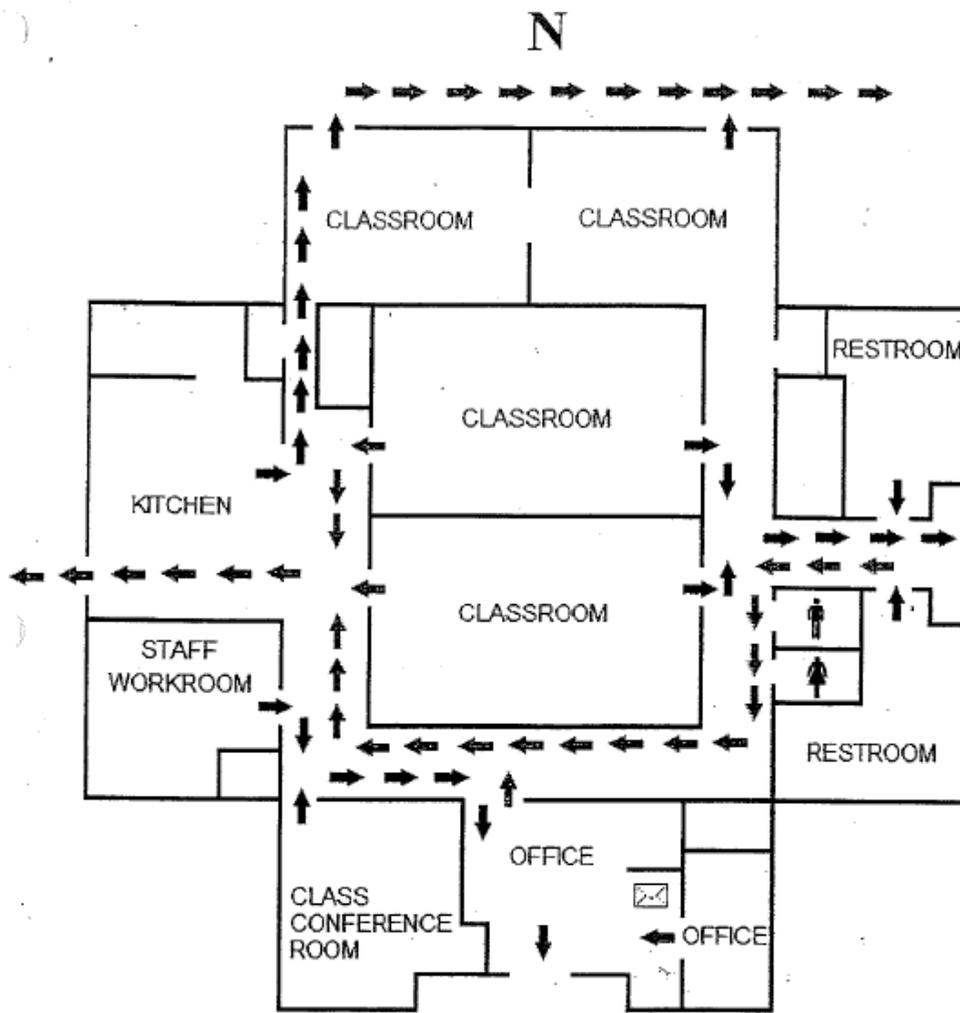
YOU ARE HERE

FIRE ALARM

FIRE EXTINGUISHER

EXIT PATH





YETTEM LEARNING CENTER

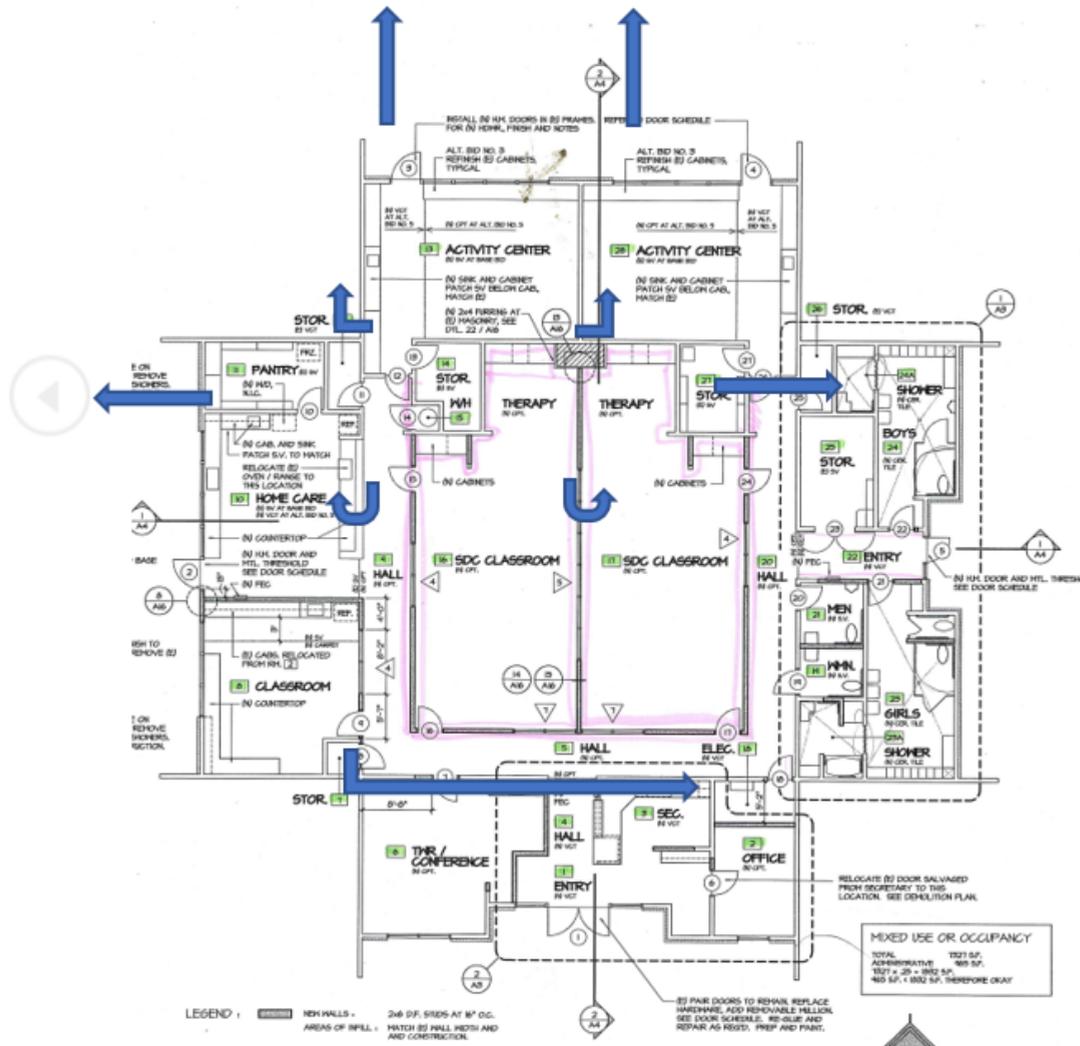
EMERGENCY EVACUATION ROUTE

- PRIMARY
- SECONDARY

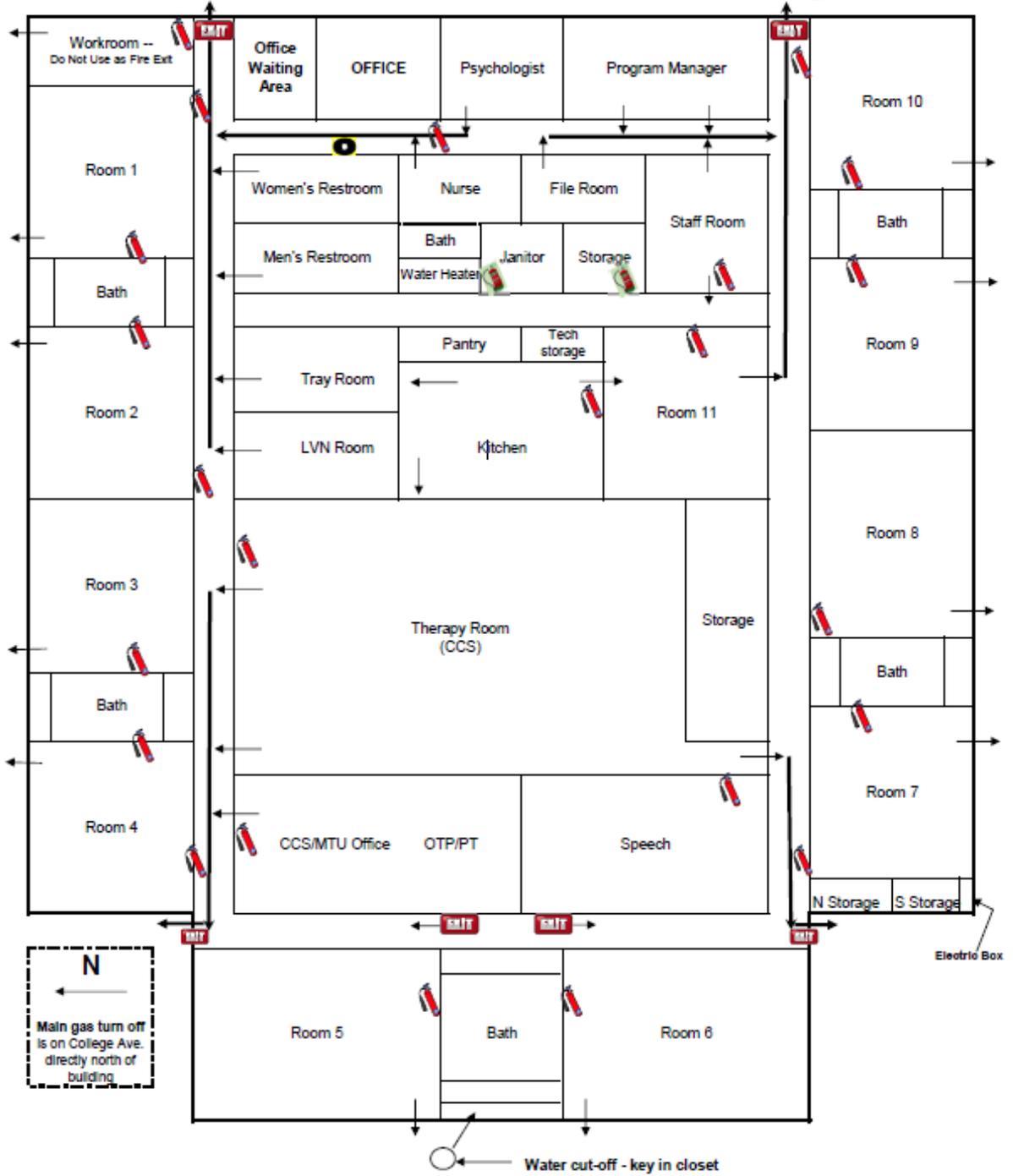


Occupational Training Program

Emergency Exit Route



L.B. Hill Learning Center FIRE EXITS NORTH Bldg.



Primary Exits are marked - classrooms use exterior door in room; all other rooms use hallway to nearest exterior door.
 Secondary Exit - Use hallway to next nearest exit.

- [You Are Here
- FIRE ALARM and PANEL
- FIRE EXTINGUISHER
- Halotron Fire Extinguisher

Ensuring a Safe & Orderly Environment

I

SCHOOL CLIMATE

The TCOE Community Schools, as well as AcCEL program climate is characterized and represented through Character Counts! The Court/Community Schools were one of the first schools in the nation to embrace the integration of the Six-Pillars of Character into the instructional program. The Six Pillars of Character promote a clean, safe, and orderly environment for students and staff. It provides students and staff with a common vocabulary for teaching purposes, as well as counseling. It also provides students with a concrete method by which they can evaluate issues, decisions, and facilitate movement from the external to the internal locus of control.

The school climate also reflects the student population and the safety measures that the school practices daily. The community schools' population is composed of students in grades 7-12 who have been expelled from their district of residence and/or are wards of the court 602. Most of the students associate with one of the various gangs that are present in Tulare County. Due to gang issues the school climate dictates zero tolerance for gang activity, as well as controlled movement of students to and from restrooms, classrooms, outside recreation area, arrival, and departure. Gang involved students who pose a safety concern are removed from the program and referred to another alternative setting. Students and staff need to feel safe, comfortable, and secure. The school climate reflects safety to promote a positive learning environment.

PARENTAL INVOLVEMENT

Parents are involved from the on-set of enrollment. The parent meets the teacher as part of the enrollment and is involved with the transition plan/rehabilitation plan. Communication between parents and teachers is constant. This may involve communication regarding bad behavior and the teacher seeking input from the parent in order to correct such behavior. Or it could involve a positive evaluation for student's court appearance. Parents are requested to attend school when their son's or daughter's disruptive behavior becomes excessive. Parents are invited to attend a fall Back to School event, as well as a spring Open House event. Community schools invite parents to special holiday lunches, such as Thanksgiving or Christmas, prior to the holiday break. On occasion, schools organize potlucks or barbecues and invite the parents during quarterly student progress report.

Parents of AcCEL students are encouraged to be active members of their child's education. Parents and teachers have a high level of communication via notes

home, electronic communication applications, phone calls and in person conversations. Parent involvement in the student Individualized Education Program is critical for student success. Parents are invited to attend any school-wide activities open to parents including Back to School or Open House events, award ceremonies or special holiday events.

STAFF DEVELOPMENT

Staff are surveyed annually as to their individual professional staff development needs relating to their teaching assignment, tutoring assignment, and technology use. Program-wide professional development goals are aligned to performance gaps that are identified by local and state performance data (CAASPP, ELPAC, NWEA) and are aligned to state standards. Literacy, writing skills, standards-based curriculum, and accommodating curriculum for special needs students are in-service topics for staff, as well as gang identification and dealing with difficult students. Common Core Standards will be the basis for future on-going staff development.

SUPPORT SERVICES

Truancy/Intervention Officers are assigned to assist community schools with truancy and intervene with "drop-outs. The Truancy/Intervention Officer communicates with student's probation officers and coordinate truancy sweeps with the Probation Department. The Truancy/Intervention Officer serves as a liaison with the probation officers and the community schools and maintains frequent communication regarding safety issues/gang issues involving our students. Community schools have a high presence of probation officers visiting the schools to meet with the youth on their case load. Collaborative meetings take place with police gang task force officers and sheriff officers regarding safety.

AcCEL students have access to any support service identified in their Individualized Education Program. AcCEL staff work closely with outside agencies who provide services to students including Central Valley Regional Center, California Children's Services, and Social Services Programs.

PHYSICAL ENVIRONMENT

Community schools are closed campuses. Students do not leave during break or lunchtime. Students are searched daily by the process of emptying their pockets, lifting their pant legs, and at times, removing their shoes. Backpacks aren't allowed. Metal detecting wands may be used on a daily basis or when the need occurs. If the student refuses to be searched a police officer is called, and/or the parent is called. Community schools maintain a strict dress code consisting of black, white, or grey T-shirts or sweatshirts, blue jeans, and white or black tennis shoes. Gang colors in clothing are strictly prohibited. Students are sent home to change or are given an option to change into neutral clothing provided by the school.

Graffiti or tagging is quickly removed when staff becomes aware of it. Painters are called early morning if staff discovers tagging on the building walls. Students are charged with vandalism if they are caught vandalizing any instructional material, furniture, etc. Tagging is usually gang related. All community schools strive to make the school building and grounds clean, safe, and orderly. Repairs are quickly made, or equipment replaced. There is proper lighting in the parking lot and around the building. It is planned for the near future to have surveillance cameras installed on the outside of the building to ensure a safer environment.

Visitors at community school centers must enter through the main front entrance where they are greeted by the school secretary. Only parents or designated adults can sign out the student. The other doors to the outside of the building remain locked from the outside during the day for safety reasons. The doors are not locked from the inside.

All community schools strive to make the school building and grounds clean, safe, and orderly.

All AcCEL classrooms are located on closed campuses and follow the safety protocols of their district site.

Visitors to AcCEL classrooms must check in at the front office of either their district school or AcCEL center office before admittance to a classroom. Students may only be released to a parent or designee as stipulated in the student information system.

Discipline Procedures

J

**TULARE COUNTY OFFICE OF EDUCATION
COURT/COMMUNITY SCHOOL
PHILOSOPHY AND EXPECTATIONS**

PHILOSOPHY:

We believe that every student has the right to a quiet and safe learning environment. Therefore, we have an obligation to create an environment in which students have the best opportunity to learn, and we have an obligation to counsel those who are not serious about their education. We also believe that open and honest communication between the school and the home is of critical importance in assuring a student's success at _____ Community School.

SCHOOL SCHEDULE:

BUS TRANSPORTATION SCHEDULE:

EXPECTATIONS:

1. Students are to be at the bus pick-up or at school on time. Three unexcused tardies in excess of 30 minutes/day may result in the student being labeled as habitually truant.
2. Students are expected to attend school every day with a minimum of 90% attendance in a semester. If a student is absent, the parent must call or send a note to school the next day explaining the reason for the absence. Only illness-related absences with a note from a parent or doctor are excused.
3. All unexcused absences will be documented in the student folder and reviewed for possible SARB action. All unexcused absences are reported to the student's Probation Officer.
4. The Community School will not tolerate any gang affiliation or gang related activity.
5. The Community School uniform consists of:
 - a. blue jeans (Levi's, Wrangler's, Lees, etc.); regular fitting, belt may be used -no sagging pants; must be normal waist size; no shorts (students can change for P.E./sports).
 - b. gray tee-shirts; white tee-shirts; or black tee-shirts with no logos or letters; just plain tee-shirts; plain undershirts-no gang related colors
 - c. athletic shoes; black, white, or gray in color.
 - d. no headgear, hats, caps, etc.
 - e. no jewelry; no watches, rings, earrings, body piercing, tongue piercing, anklets, bracelets, etc.
 - f. Belts may be used to keep pants at waist; belts must have plain belt buckles-no initials, or gang related belts or buckles.
6. The student may be photographed by the Probation Officer if the student is uncooperative with gang-related guidelines.
7. No smoking or tobacco products are permitted on school grounds.
8. Coming to school under the influence or in the possession of drugs, alcohol, or drug paraphernalia will result in a call to your Probation Officer, a call to the police, and suspension from school. School authorities have the legal right with or without cause to search students in order to maintain a safe learning environment.

9. Coming to school in the possession of a firearm, knife, explosive, or any potentially dangerous object will result in a call to the police and the Probation Officer.
10. Fighting, regardless of who is at fault, will result in a call to police, your Probation Officer, and suspension from school.
11. Personal property such as pagers, laser pointers, cell phones, radios, tape decks, purses, hats, backpacks, sunglasses, and other electronic devices should not be brought to school. If these items are brought, they will be put away during the school day. The school is not responsible for lost or stolen items. If the student brings the item to school a second time without turning it in, it will be confiscated, and the parent will be responsible for picking it up after school. Further disciplinary action will take place on future occurrences. No pens, pencils, markers, or other writing instruments should be brought to school; materials will be provided at school.
12. Gum, candy, and sunflower seeds are not allowed.
13. Students are expected to be prepared for schoolwork. Any interruptions of the learning process such as sleeping, profanity, put-downs, refusing to cooperate, etc., will not be tolerated and will result in disciplinary action.
14. All students are to comply with bus safety guidelines as requested by the drivers. Students will be suspended from bus privileges for moving on the bus while it is in motion, for profanity, littering, being uncooperative with the driver, etc. The California Highway Patrol will be called if any student causes a dangerous situation such as smoking, causing loud noises, roughhousing, moving about, or ignoring the driver's warnings or instructions.
15. The Community School is a closed campus. Students may not leave campus during the school day unless a parent/guardian signs the student out or a note from the parent is filed explaining the reason. Applying for jobs, counseling appointments, and other personal matters should not be done during school hours.
16. Only parents, guardians, or designated adults may pick up students from school.
17. Students will be searched daily to maintain a safe learning environment. Metal detecting wands may be used by staff daily. Police will be called if dangerous objects or illegal substances are found on students.

EXIT REVIEW PROCEDURES

1. Students that have been at _____ Community School for at one full semester will be reviewed for exiting the community school at the next logical break in the school year.
2. Students must have a minimum of 90% attendance in the semester in which the review takes place.
3. Students must not have a major discipline problem.
4. Students must pass all classes and successfully complete a Rehabilitation Plan.
5. Students must be on good probation status: no new violations, no pending court activity, not on electronic monitor, etc.
6. Students with successful exit reviews will be referred to the Admissions Committee of their district of residence with the parent's consent.

PARENT/STUDENT AGREEMENT:

We/I have read and understand the philosophy and expectations of _____ Community School. We/I commit to the education of the student named below by agreeing to comply or help my student comply with these expectations to the best of my/our ability.

Student's Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Staff Signature: _____ Date: _____

Suspension

A teacher may only suspend a student from the teacher's classroom for the day of the incident or the day of the incident and the following day. Only the principle/program manager may suspend for additional days given the nature of the incident. The student shall not return to the class from which he/she was suspended, during the period of suspension, without the concurrence of the teacher, lead-teacher, and/or program manager. When a teacher suspends a student from class, a conference is to be held at school and should include the student, parent, teacher, lead-teacher, and any appropriate staff member. The program manager must be included in the conference when the student is suspended for serious situations involving physical altercations, threats, gangs, etc. The parent/guardian of the student must be notified in writing regarding the reason(s) the student was suspended, the length of suspension, and time/date of conference. The student will not be released from the school without an adult signing out and picking up the student. A parent can also give verbal permission over the phone to release the student walking home, send the student home by public transport, or by a Truancy/Intervention Officer transporting the student home.

Documentation

It is imperative that every discipline issue be documented in Aeries. IT IS IMPORTANT to note all attempts made by the teacher to resolve the problem prior to the referral. The Narrative or Suspension Form must be written based on FACTS (who did what to whom, when, where etc.), and not on opinion. Do not list the names of other students or staff since the reports are cyber-based.

Steps which may be taken prior to Suspension or in lieu of suspension:

- Warning; conference with student privately.
 - Time-out from class. Students are assisted with schoolwork by an instructional aide.
- In-School Suspension for part of the class period or day.
- Detention-lunch detention or after-school detention. Students are supervised by a teacher or instructional aide.

Steps taken when a decision has been made to suspend the student from a class:

- The suspending teacher places a call to the parent notifying the parent of the suspension reason, the length of suspension, and the date/time of a mandatory conference with the teacher. FOR ADMINISTRATIVE SUSPENSIONS, THE PRINCIPLE/PROGRAM MANAGER WILL PLACE THE CALL TO THE PARENT.

- If a safety issue is present with the student being suspended, the student is escorted and supervised by any staff until the parent arrives to take the student home.
- If the parent cannot pick up the student, the parent must verbally give permission for the student to leave campus on his own or to be picked up by someone else, transported by a TRUANCY/INTERVENTION OFFICER, or return home by public transportation.

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The community school teacher is often involved with the suspension decision. If a suspension decision is made by the principal or program manager when the teacher is not present, the teacher will be informed of such decision and the reason for the suspension.



Electronic Device Policy

To maintain a safe and quiet learning environment electronic device will not be allowed on a student's person during the school day. An example of these are, but not limited to:

- Cell Phones
- Smart watches
- iPods/Media Players
- Radios
- Electronic Games
- Bluetooth speakers

These devices are to be turned in first thing upon arrival to school. The device will be given to the student when he/she leaves the school building. The school is not responsible for lost or stolen personal property.

If the device is not turned in and school staff observe a student with the device, disciplinary action will result by having the cell phone or other electronic devices confiscated. A parent will have to pick it up. Continuous violations of this rule may result in special writing assignments, after-school detention, In-School- Suspension, Suspension, conferences with parents and/or Probation Officer.

Student Signature

Date

Parent Signature

Date



Community School Dress Code

The following dress code will be **STRICTLY** Enforced:

- **ONLY Plain Men's gray, black, or white t-shirts.** No logos, letters, pictures, buttons, zippers, or collars. No gang related colors, designs, or brands.
- **Plain gray or white undershirts.** No gang related colors, designs, or brands as undershirts.
- **Plain white, gray, or black tennis shoes.** **NO** boots, sandals, slippers, dress shoes, etc., unless you have a note from a physician.
- **Plain denim blue, black or gray jeans. Shorts are not allowed underneath jeans!** No corduroy, khaki, anchor blue, or indigo jeans. **NO CARGO PANTS! NO LEGGINGS! NO RIPPED JEANS! NO SAGGING PANTS! NO SWEATPANTS/JOGGERS** (unless pregnant or doctor's note is provided. Only **BLACK** or **GRAY** allowed). No gang related colors, designs, or brands.
- **BELTS** may be worn to keep pants at the waist. **Belts must have plain buckles.** **NO** buckles or belts with initials, designs, or gang-related colors are allowed.
- **ANY GANG COLORS** on student's clothing, including tags, stitching, or brand logos will result in disciplinary action.
- **No gang-related colors** on fingernails, hair ties, ribbons, barrettes, etc.
- **In cold weather**, students may wear **plain gray, black, or white sweatshirts** or jackets with or without a hood. Plain denim jackets are acceptable as are yellow or green rain gear. No sport-related jackets are allowed. **Students are not allowed to wear their sweatshirt hood indoors.**
- **No hats, hair nets, or other head gear are allowed.** Exceptions are made for religious reasons or health reasons.
- **NO JEWELRY.** This includes watches, rings, earrings, any body piercing, tongue piercing, anklets, bracelets, necklaces, etc. Bringing these items to school will result in disciplinary action such as confiscation and will be returned to students at the end of day for first offense. The second offense will result in confiscation and parent/guardian must pick up the item(s). Gang related jewelry will be confiscated and may be given to the probation officer for appropriate action.

All violations to our dress code will result in disciplinary action which may include: writing assignment, confiscation, after-school detention, in-school suspension, suspension, parent/teacher conference, or conference with probation officer.

Student Signature

Date

Parent Signature

Date

STUDENT THREAT ASSESSMENT

OVERVIEW

A standardized procedure will be used to respond to student threats of violence called "threat assessment." Threat assessment was recommended by the FBI and the U.S. Secret Service and the Department of Education in their studies of school violence.

The basic idea is that, when a student communicates a threat to harm someone, the threat assessment team will determine how serious the threat is and what can be done to prevent the threat from being carried out. In most cases of school shootings, the student communicates a threat before taking action, and if these threats can be identified, violence can be prevented. The threat assessment team will consist of program manager, lead teacher or single class site teacher, truancy intervention officer, and/or instructional assistant.

WHAT IS A THREAT? A threat is any expression of intent to harm someone. Threats may be spoken, written, or expressed in some other way, such as through gestures. Threats may be direct ("I am going to beat you up") or indirect ("I'll take care of him after school"). A threat can be vague ("I'll catch you slipping") or implied ("You better watch your back"). A threat can be non-verbal: using hand and fingers to imply a gun shooting at someone or flashing a gang-sign at rival gang member.

It is important to note that not all threats are carried out by students in community schools. But due to the level of violence that community school students are involved in, it is important to document the threat and the team reviews the severity of the threat. Threats will be labeled as:

- **Transient Threat:** Threats made as a joke, to intimidate, out of anger but retracted after calming down, all threats that do not convey a sustained intent to harm someone. These types of threats can be handled at school through a conference with the student or through a parent/student conference.
- **Substantive Threat:** Statement made with an intent to injure; not joking; become violent (throwing book/chair/etc.); angered and not calming down or retracting; denies making threat; continuous intimidation; provoking a physical altercation. These types of threats may involve law enforcement and suspension as a consequence. Resolution with student(s) involving parents and/or probation officer is an option. Expulsion may be an option.
- **Serious Substantive Threat:** The use of violence on another; possession of a weapon; document of a hit list; possession of bomb making material or bomb; intent to sexually assault someone. These threats require law enforcement intervention. These are expellable offenses and could be mandatory expulsion.

Evaluation of Threat. (Use these questions as the interview foundation; modify and use additional pages as needed.)

Student Interview

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]?

3. What exactly did you say? And what exactly did you do? (Write the student's exact words.)

4. What did you mean when you said or did that?

5. How do you think [person who was-threatened] feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

6. What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)

7. What are you going to do now that you have made this threat? (Ask if the student intends to carry out the threat.)

Witness Interview

Recipient (target) of threat or Witness to threat, but not recipient

Witness name and grade or title: _____

1. What exactly happened today when you were [place of incident]?

2. What exactly did [student who made the threat] say or do? (Write the witness's exact words.)

3. What do you think he or she meant when saying or doing that?

4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?

5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)

Threat Responses

Disciplinary Action

Yes No -Reprimanded student

Yes No -Parent conference

Yes No -In-school time-out

Yes No -Detention (number of days):

Yes No -Suspension (number of days):

Yes No -Expulsion recommended

Yes No -Other disciplinary action: _____

Interventions and Safety Precautions

Yes No-Interviewed and advised student who made threat

Yes No-Interviewed and advised student's parents

Yes No-Consulted with one or more school staff members

Yes No-Interviewed and advised other students

Yes No-Law enforcement consulted

Yes No-Law enforcement contact with the student who made the threat

Consequence of legal action (probation, detention, release into parent's custody, etc.):

Yes No -Student might be eligible for special education services; referred for evaluation

Yes No-Student already receiving special education services; referred to the IEP team for review

Yes No-Student referred for a 504 plan.

Yes No-Mental health assessment conducted by school-based staff

Yes No-Mental health assessment conducted by an outside agency (court, DSS, psychologist, etc.)

Yes No-Parents of the threat recipient notified of the threat

Yes No-Conflict mediation

Yes No-School-based counseling

Yes No-Alter schedule of the student to increase supervision or minimize contact with the recipient

Yes No-Alternative educational placement (alternative school, day treatment program, homebound, etc.)

Yes No-Change in transportation (bus suspension, special transportation, etc.)

Yes No-Inpatient mental health services.

Yes No-Outpatient mental health services (counseling or therapy with outside mental health provider)

Yes No-Other safety precautions (please list):

Behavioral Health Services

K

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools



BEHAVIORAL HEALTH SERVICES

CHILDREN'S MENTAL HEALTH CLINIC

Behavioral Health Services

Phone: (559) 730-2969

Fax: (559) 730-2991

Program Director

Tammy Bradford

(559) 730-2910 ext.5130

tammy.bradford@tcoe.org

Office Manager

Dawn Padilla

(559) 730-2969 ext. 6822

dawnp@tcoe.org

Clinical Supervisor- North County

Jose Palafox

(559) 730-2969 ext. 5502

jpalafox@tcoe.org

Clinical Supervisor- Central County

Elizabeth Contreras

(559) 730-2969 ext. 6849

elizabeth.contreras@tcoe.org

Clinical Supervisor- South County

Marie Vasquez

(559) 730-2969 ext. 6917

mariev@tcoe.org

Mental Wellness Triage Grant + MSW Interns

Mary Xavier, LCSW

(559) 730-2969 ext. 6934

maryx@tcoe.org

Talk to Your Child About How to Ask For Help

Make a plan with your child about who they can talk to when you are not around. Identify and inform a trusted family member(s) and/or friend(s) that your child may seek for support.

What To Do if I Think My Child is Suicidal

- If you are worried and are not sure what to do call or text:
 - 9-8-8 National Suicide Prevention Hotline (24/7)
- If your child tells you they are thinking about suicide please:
 - Call 9-8-8
 - OR take your child to the nearest emergency room
- If your child engages in suicidal behavior (attempting to kill or harm themselves) please call **911 for immediate help.**

Resources:

For Immediate Help Call:

National Suicide Prevention Hotline (24/7)
9-8-8

Tulare County Crisis Hotline (24/7)
1-800-320-1616

9-1-1 for immediate danger (24/7)

If your child would like to talk to someone about their thoughts and feelings or if you would like to get more information, resources, and guidance call:

California Youth Crisis Line (24/7)
1-800-843-5200

Crisis Text line (24/7)
Text "HOME" to: 741741

The Trevor Project (LGBTQ+, 24/7)
Crisis Line: 1-866-488-7386

Tulare County Warmline (24/7)
1-877-306-2413



How to Support My Child After a Crisis Evaluation

Contact:

 (559) 730-2969

 bhs@tcoe.org

 1830 S. Central St.,
Visalia, CA 93277

**Tulare County
Office of Education**
Tim A. Hire, County Superintendent of Schools

Parents/Guardians,

Learning that your child was evaluated for suicide can be overwhelming. BHS wants to offer suggestions and resources to help you support your child.

- **Recognize what you are thinking and feeling:** Ask yourself, "am I feeling calm and prepared to support my child?"
- **Consider Who May Be a Support:** A trusting family member, significant other, friend, or mental health professional can help you manage your thoughts and feelings and develop a plan to support your child.
- **Reach Out For Help:**
 - Connect with your local mental health provider, family doctor, or seek support from your child's school psychologist or counselor.
 - If your child is already seeing a therapist, you may request a meeting with their therapist to learn how you can support your child's mental wellness.

Remember to follow the safety plan created during your child's crisis evaluation.

Suggestions and Tips

Experts agree that talking about suicide with your child **will not make the situation worse.** Listening to your child's thoughts and feelings about suicide can:

- Minimize feelings of shame and guilt
- Increase feelings of safety
- Help your child learn how to express themselves and know asking for help is okay

It is important to not place judgement or try to "fix things." Instead, listen to learn about the possible reasons your child may be feeling suicidal.

Follow your heart; take action if you are worried that your child may be at risk.

Phrases to Say....

- "Can you tell me more about that?"
- "It sounds like you have been going through a lot lately. How can I help you?"
- "Maybe you are wondering how life got this hard."
- "You must be really hurting inside to consider ending your life."
- "It sounds like you are in a lot of pain and don't see a way out."
- "I am here to help you."
- "I am here to listen when you are ready."
- "If you don't want to talk to me, I can call someone who you might want to talk to."

Avoid Phrases Such As:

- "Think about your family."
- "I know how you feel."
- "This feeling will go away."
- "You're just being dramatic."
- "You should..." or "Why didn't you..."
- "You don't mean that."
- "Think of the good things in your life."
- "You are doing this for attention."
- "That's a ridiculous thing to say."
- "Killing yourself doesn't solve anything and would only make things worse for us."

What if my child does not want to talk?

Sometimes kids do not feel like talking. Let your child know you are available for them when they are ready to share. Find an activity your child enjoys and join them.

For example:

- Take a walk, bike ride, or play together.
- Complete a puzzle or play a board game.
- Draw, color, or paint together.
- Make a snack and watch a movie together.

Connection, acceptance, and attention are all meaningful ways to help your child.

Tulare County Mental Health System of Care Providers

Primary care providers, mental health care providers, and beneficiaries can access services by calling the following Tulare County Mental Health Clinics or Health Care Centers during regular business hours. (The Mental Health Clinic after-hours phone number is 1-800-320-1616.)

Adult Mental Health System of Care Providers

North Tulare County: Mobile Unit
(559) 627-2046 Fax: (559) 627-9079
201 N. Court, Visalia, CA 93291
(Mon. -Fri. 8 a.m. to 5 p.m.)

Porterville Adult Clinic (PAC)
(559) 788-1200 Fax: (559) 782-4164
1055 W. Henderson, Porterville, CA 93257
(Mon. - Fri. 7:30 a.m. to 6 p.m.)

South Tulare County: Mobile Unit
(559) 687-0929 Fax: (559) 685-8953
201 N. "K" St., Tulare, CA 93274
(Mon. - Fri. 8 a.m. to 6 p.m.)

Visalia Adult Clinic (VAC)
(559) 623-0900 Fax: (559) 737-4429
520 E Tulare Ave, Visalia CA 93292
(Mon. - Fri. 7:30 a.m. to 6 p.m.)

Adult/Youth Mental Health System of Care (ages 12 to 24 years)

Central Tulare County: One Stop
(559) 687-8713 Fax: (559) 687-0631
113 S. "M" St., Tulare, CA 93274
(Mon. -Fri. 8 a.m. to 5 p.m.)

North Tulare County: One Stop
(559) 627-2046 Fax: (559) 627-9079
201 N. Court, Visalia, CA 93291
(Mon. - Fri. 8 a.m. to 5 p.m.)

South Tulare County: One Stop
(559) 784-2738 Fax: (559) 784-5827
216 W. Putnam, Porterville, CA 93257 (Mon. -
Fri. 8 a.m. to 5 p.m.)

Youth Mental Health System of Care

Tulare County Office of Education (TCOE)
Behavioral Health Services
1830 S Central St, Visalia, CA 93277
(559) 730-2969 Fax: (559) 730-2991
(Mon. - Fri. 8 am to 5 p.m.)

Dinuba Children's Services (DCS)
(559) 591-6680 Fax: (559) 591-4606
144 S. "L" St., Dinuba, CA 93615
(Mon. - Fri. 8 a.m. to 5 p.m.)

Porterville Youth Services (PYS)
(559) 788-1200 Fax: (559) 782-4164
1055 W. Henderson, Porterville, CA 93257
(Mon. -Fri. 7:30 a.m. to 6 p.m.)

Sequoia Youth Services (SYS)
(559) 594-4969 Fax: (559) 592-9250
516 N. Kaweah, Exeter, CA 93221
(Mon. - Fri. 8 a.m. to 5 p.m. Sat. 8 a.m. to 12:00 noon)

Tulare Youth Services Bureau (TYSB)
(559) 686-9772 Fax: (559) 688-3987
327 South "K" St., Visalia, CA 93274
(Mon. - Fri. 8 a.m. to 5 p.m.)

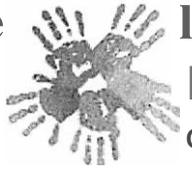
Visalia Youth Services (VYS)
(559) 627-1490 Fax: (559) 732-0717
711 N. Court, Visalia, CA 93291
(Mon. - Thurs. 8 a.m. to 7 p.m. Fri. 8 a.m. to 5 p.m.)

Transitional Age Youth System of Care

Crossroads Visalia
Transitional Age Youth Housing Program
(559) 735-0927 Fax: (559) 735-0541
814 S. Watson, Visalia, CA 93277
(Mon. -Fri. 8a.m. to 5 p.m.)

Crossroads Porterville
Transitional Age Youth Housing Program
(559) 788-2719 Fax: (559) 784-5827 216 W.
Putnam, Visalia, CA 93257 (Mon. - Fri. 8
a.m. to 5 p.m.)

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Health Services

CHILDREN'S MENTAL HEALTH CLINIC

2. Approval and signature of completed ERMHS Referral Form by DOSE or Designee.
3. Email completed ERMHS Referral Form and documentation to Tulare County Office of Education Behavioral Health Services at **BHSreferrals@tcoe.org**.
4. TCOE BHS will screen the referral and contact the referring party within 3 business days requesting additional documents if the referral is determined incomplete.
5. Within 1 week of receiving a complete referral, TCOE BHS will send a confirmation e-mail to the IEP Case Manager, School Psychologist and DOSE indicating the referral has been processed and accepted, and to proceed with obtaining an Assessment Plan.
6. Within 24 hours of obtaining a signed Assessment Plan, the student's IEP Case Manager will email the signed Assessment Plan to TCOE BHS at **BHSreferrals@tcoe.org**.
7. TCOE BHS will send an email confirmation of receipt of the Assessment Plan to the IEP Case Manager, School Psychologist and DOSE. In addition, TCOE BHS will propose dates for the IEP Meeting/ Addendum to review the ERMHS assessment results.
8. The Written Meeting Notice to be mailed out by the student's IEP Case Manager two weeks prior to IEP Meeting/Addendum.
9. TCOE BHS will conduct the assessment to determine recommendations for appropriateness of ERMHS on the student's IEP.
10. The IEP Meeting/ Addendum will be held to review assessment results and recommendations. IEP Team decision on whether to add ERMHS to the student's IEP will be documented accordingly.

Revised 12/13/19



TULARE
COUNTY

HEALTH & HUMAN SERVICES AGENCY

Patrick J. Hamblin • Compliance & Privacy Officer

Timothy W. Lutz, MBA

_____ Agency Director

AUTHORIZATION FOR USE OR DISCLOSURE OF PROTECTED HEALTH INFORMATION

Completion of this document authorizes the disclosure and use of health information about you. Failure to provide all the information requested may invalidate this authorization.

Name of Patient: _____ Date of Birth: _____

SS# (optional): _____ Patient Contact Phone#: _____

RELEASE FROM:

Name/Entity: TCOE County Office of Education Behavioral Health Services

Address: 1830 S Central St Visalia, CA 93277

Phone: 559-730-2969

Fax: 559-730-2991

RELEASE TO:

Name*/Entity: _____

**Name of individual is required to release substance use disorder treatment records.*

Address: _____

Phone: _____ **Fax:** _____

Indicate relationship to patient:

Past provider Current provider Future provider

Third Party Payer (Health Clinics Only)

In the case of an entity that is a third-party payer but does not have a treating provider relationship with the patient whose information is being disclosed that requires patient identifying information for the purpose of reimbursement for services rendered to the patient by the Part 2 program. (e.g., Medicare, Medi-Cal).

Name of third-party payer: _____

General Designation

If a general designation is indicated as "my health care team" or "my treating providers", please confirm your understanding that upon your request, and consistent with 42 CFR Part 2, you must be provided with a list of individuals or entities to which this information has been disclosed pursuant to this general designation. (Patient/patient representative initials) _____

List General Designation Team Members on page 4.

42 CFR Part 2 prohibits unauthorized disclosure of these records.

USE AND DISCLOSURE OF INFORMATION

Purpose

- IID At the request of the patient/patient representative
- Continuation of care

I specifically authorize release of the following information (Check all that apply):

- HIV/AIDS testing results
- Sexually transmitted disease testing results
- Immunization history
- Genetic disorder test results
- Family planning services records
- Dental records
- Substance abuse treatment records
- I&1 Mental health records

Health Records

Select one of the following:

- Medical history, progress notes, physical condition and treatment received
- Only the following records or types of health information (including any dates):
Treatment goals and objectives; frequency, duration, and location of services; progress in treatment
towards IEP goals; attendance and participation; strategies and interventions

Mental Health Records

The provider or requesting party will destroy the consumer's mental health records no later than 10 years . (Specify length of time; for example. 1, 3 or 5 years).

The person or entity requesting the information will destroy the information and all copies within the person's or entity's possession or control, will cause it to be destroyed,

AUTHORIZATION FOR USE OR DISCLOSURE OF
PROTECTED HEALTH INFORMATION (CONTINUED)

or will return the information and all copies of it before or immediately after the length of time specified in paragraph above has expired. The information will not be used for any purpose other than its intended use. (Cal. Civ. Code § 56.104)

MY RIGHTS:

I may refuse to sign this authorization. My refusal will not affect my ability to obtain treatment or payment or eligibility for benefits.

I may inspect or obtain a copy of the health information that I am being asked to allow the use or disclosure of.

I may revoke this authorization at any time, but I must do so in writing and submit it to the clinic providing my health services or to Tulare County Health and Human Services Agency Attn: Compliance Officer, 5957 S. Mooney Blvd., Visalia, CA 93277.

My revocation will take effect upon receipt, except to the extent that others have acted in reliance upon this authorization.

I have a right to receive a copy of this authorization.

Information disclosed pursuant to this authorization could be re-disclosed by the recipient. Such re-disclosure is in some cases not prohibited by California law and may no longer be protected by federal confidentiality law (HIPAA). However, California law prohibits the person receiving my health information from making further disclosure of it unless another authorization for such disclosure is obtained from me or unless such disclosure is specifically required or permitted by law.

EXPIRATION:

This authorization expires on *(date)*: _____

SIGNATURE:

Signature: _____ Date: _____

Print Name: _____
(patient/parent/guardian/legal representative)

If signed by other than patient, indicate relationship: _____

Witness *(if applicable)*: _____ Date: _____

Hate Crime Policies & Procedures

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TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Students
BP 5131.2
Bullying

Bullying

The Tulare County Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County office employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in county office programs and schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable county office and school plans.

As appropriate, the county superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, county office programs and schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of county office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the county office shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The county superintendent or designee shall provide training to teachers and other program and school staff to raise their awareness about the legal obligation of the county office and its employees to prevent discrimination, harassment, intimidation, and bullying of students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassment behaviors.
4. Take immediate corrective action when bullying is observed.
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Based on an assessment of bullying incidents at school, the county superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify program staff when they are being bullied or suspect that another student is being victimized. In addition, the county superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

Program staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the county superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The county superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a county office counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a compliance officer, whether or not the

alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the county superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaint

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for student who commits acts of bullying of any type may include counseling, behavioral intervention, and education, and if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with county office policies and regulations.

Legal Reference:

EDUCATION CODE

200-262.4- Prohibition of discrimination

32282 - Comprehensive safety plan

32283.5 - Bullying; online training

35181 - Governing board policy on responsibilities of students

35291-35291.5 - Rules

48900-48925 - Suspension or expulsion

48985 - Translation of notices

52060-52077 - Local control and accountability plan

PENAL CODE

422.55 - Definition of hate crime

647 - Use of camera or another instrument to invade person's privacy; misdemeanor

647.7 - Use of camera or other instrument to invade person's privacy; punishment

653.2 - Electronic communication devices, threats to safety

CALIFORNIA CODE OF REGULATIONS, TITLE 5

4600-4687 - Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 - Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 - Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 - Designation of responsible employee for Section 504

106.8 - Designation of responsible employee for Title IX

110.25 - Notification of nondiscrimination on the bases of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1094

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Guidance to Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Guidance on Schools' Obligation to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>
U.S. Department of Education: <http://www.ed.gov>

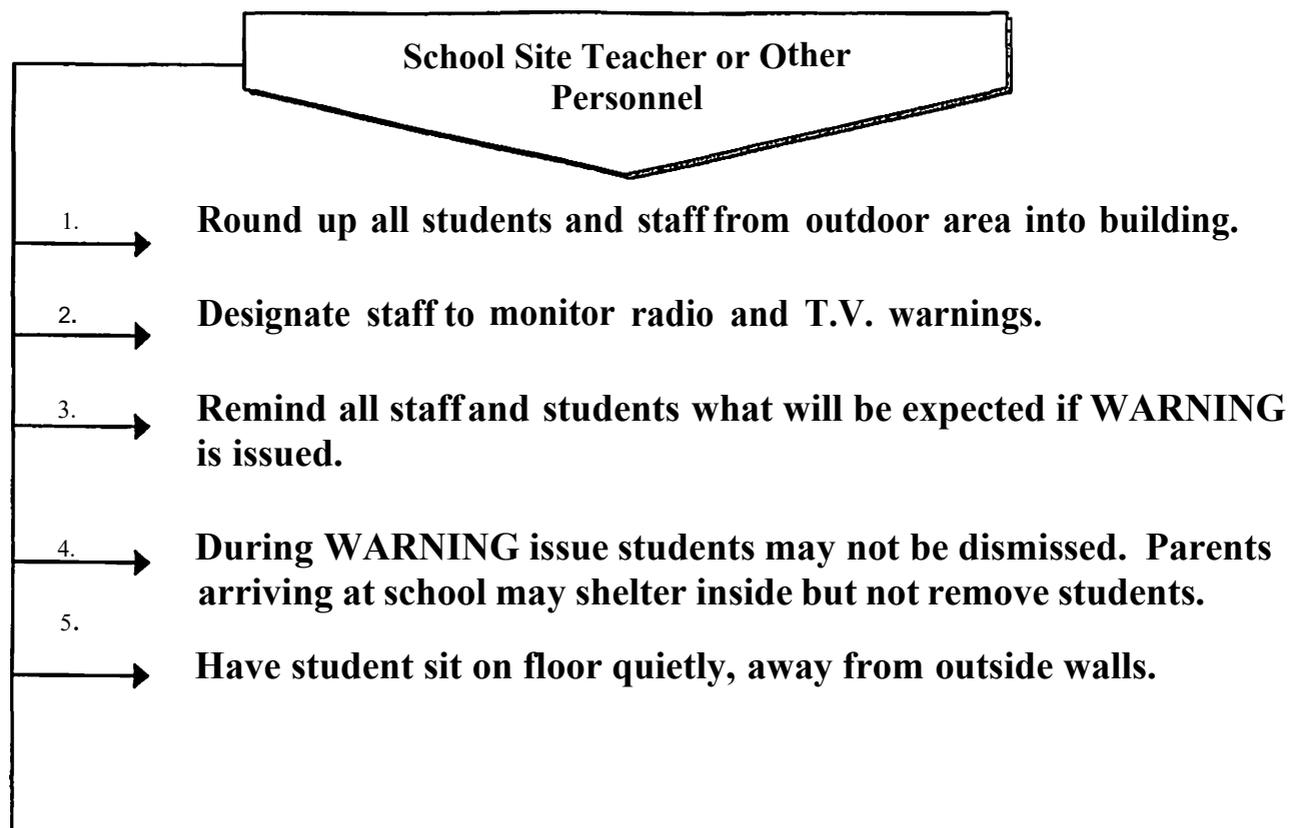
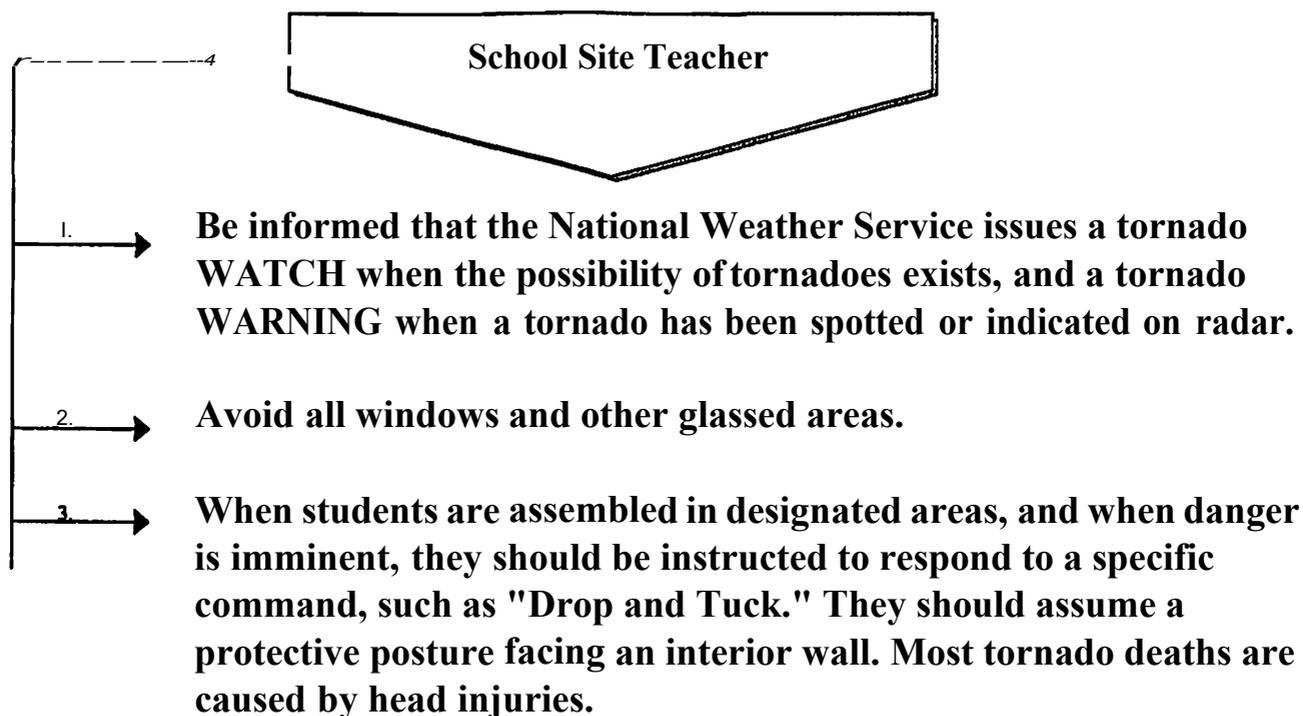
Policy adopted: 7/11/12
Revised: 5/8/2019

Tulare County Board of Education
Visalia, California

Disaster Procedures

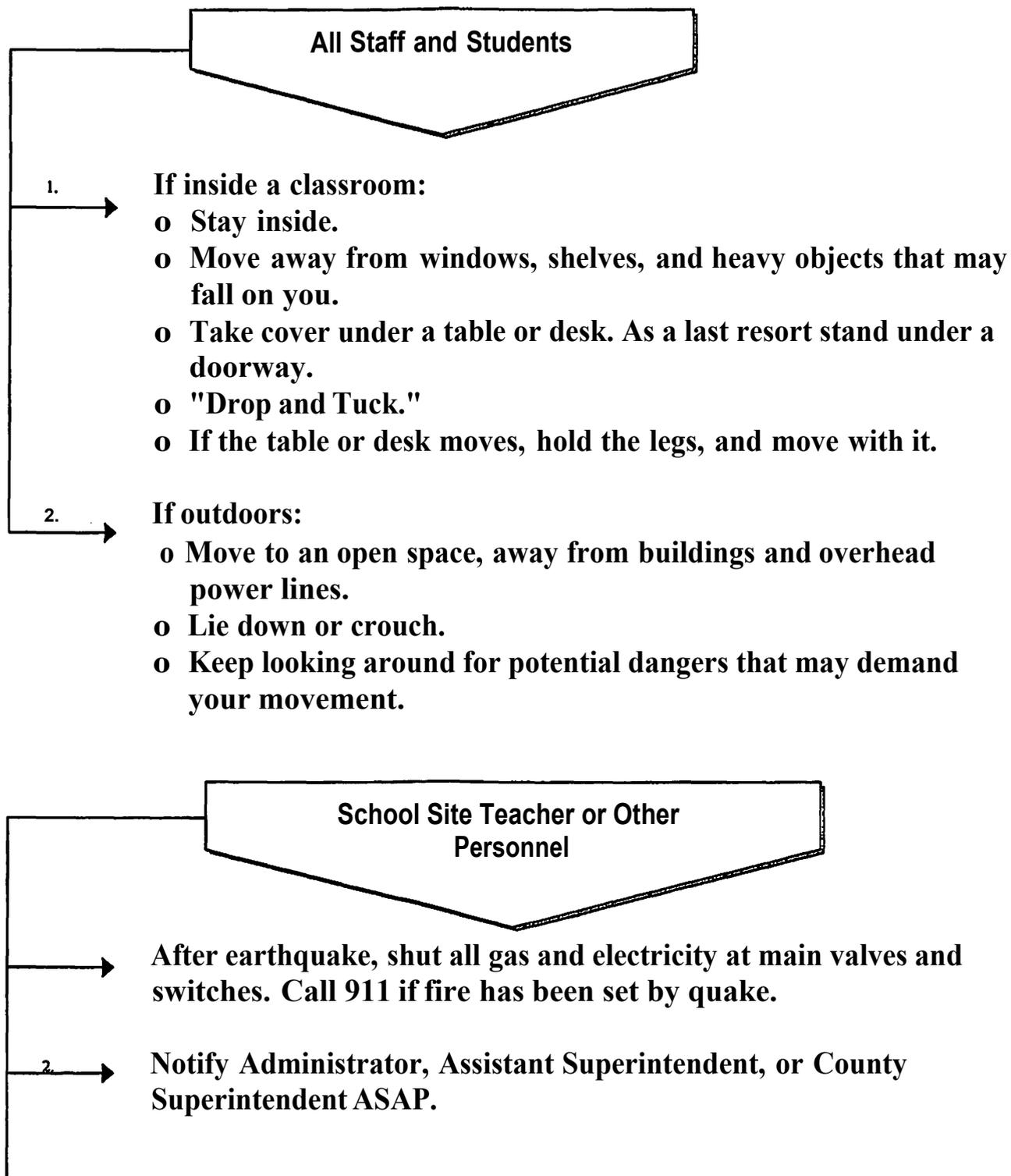
M

TORNADO OR SEVERE STORM



6. Keep students calm and quiet.
7. If you sense a tornado is imminent, give "drop and tuck" command. Ensure students are facing an interior wall and away from exterior walls.
8. Keep all exterior doors closed.
9. After the crisis has passed check student roll. Administer first aid if necessary.
10. Ensure medical care is given to anyone injured.
11. If "all clear" is announced return to class.
12. File an incident report regarding any injuries or damages.

EARTHQUAKE

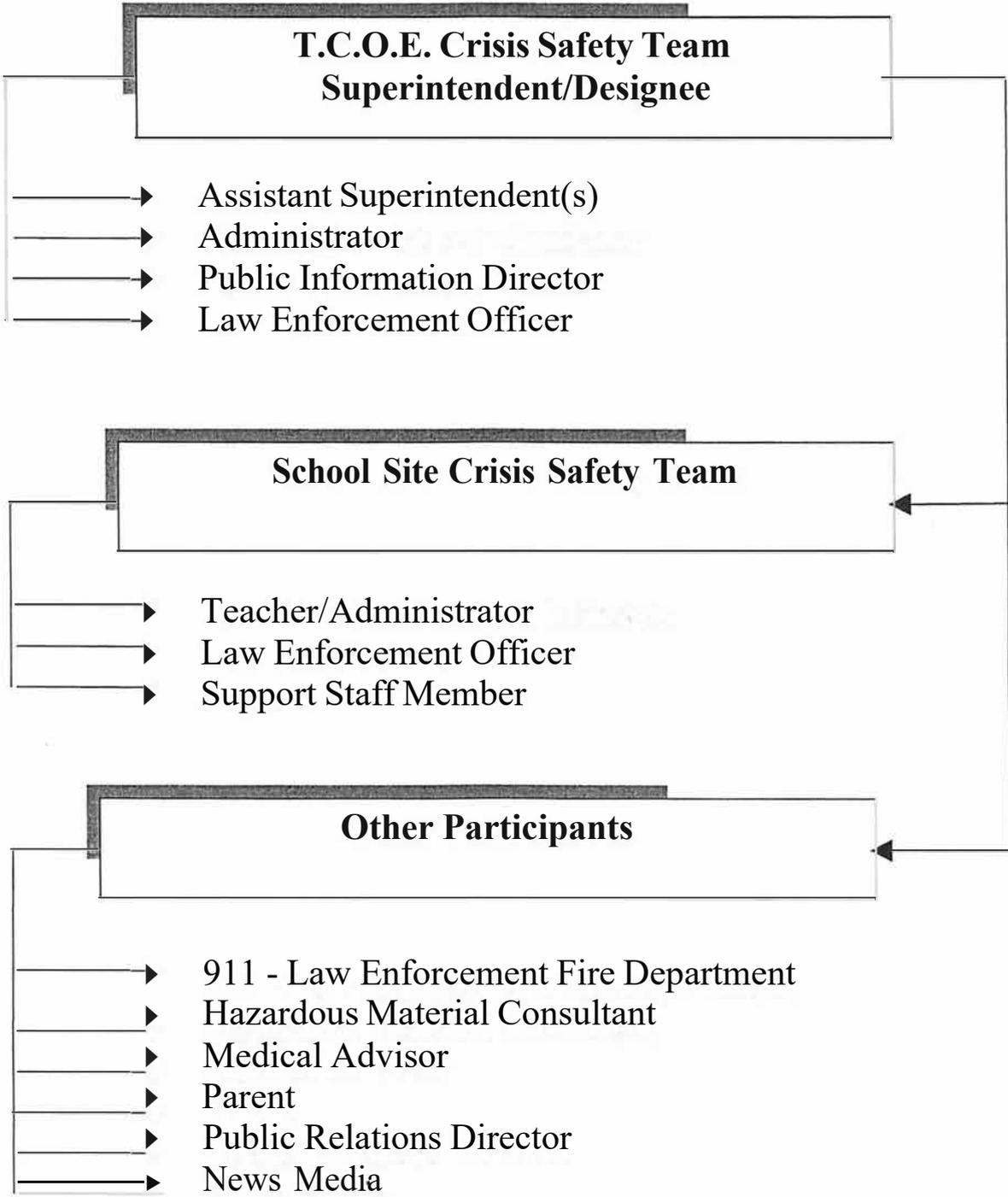


- ↳ Call 911 for any injuries. Be prepared to respond quickly to injuries, fires, hazardous materials, trauma.
- ↳ Determine if evacuation is needed upon initial assessment of damages. Follow evacuation procedures.
- ↳ Account for all students.
- ↳ Release students only to appropriate adults.

Crisis Management Procedures

N

ORGANIZATION OF STAFF FOR CRISIS MANAGEMENT

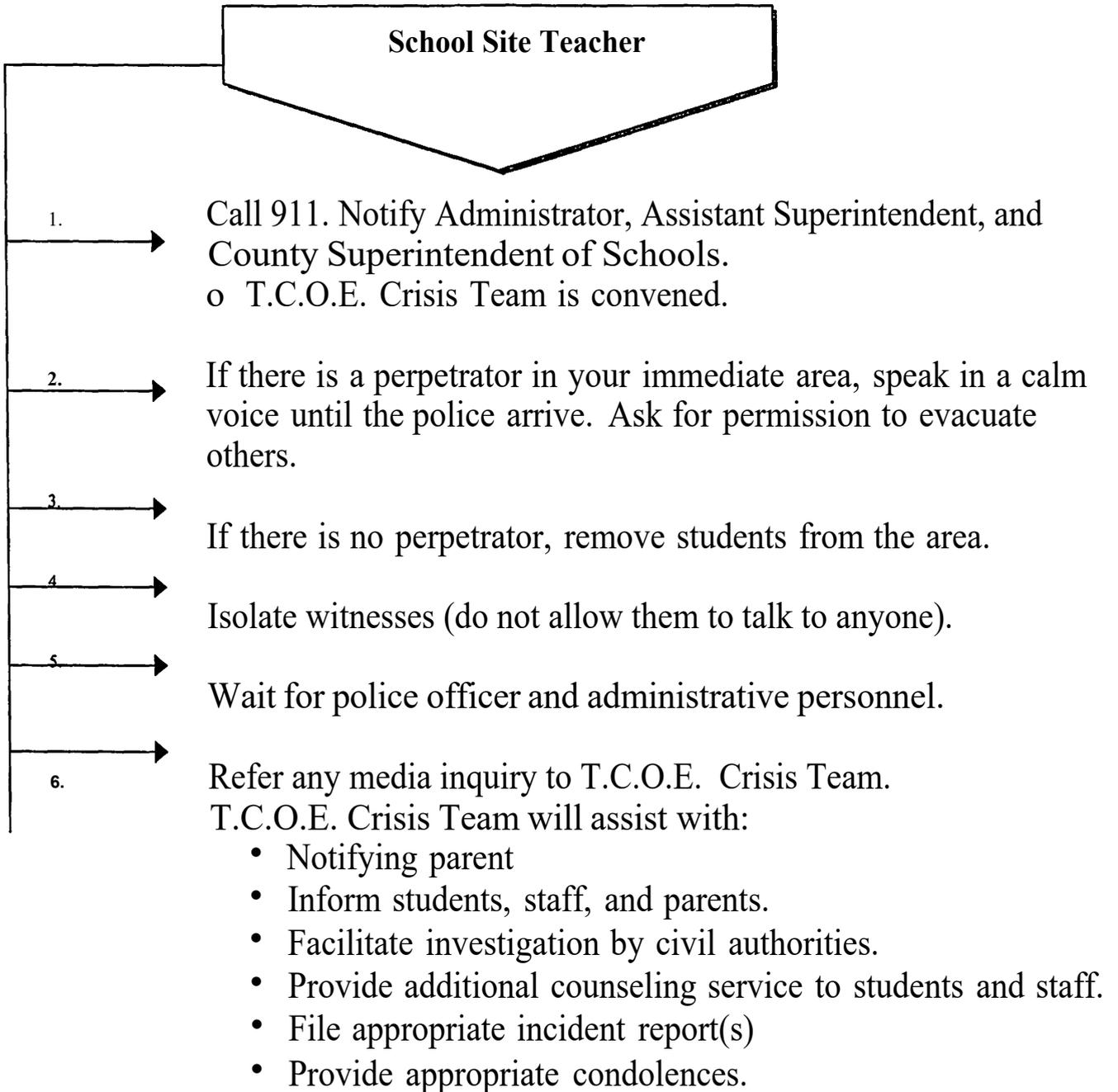


MEDICAL PROBLEM OR ACCIDENT AT SCHOOL

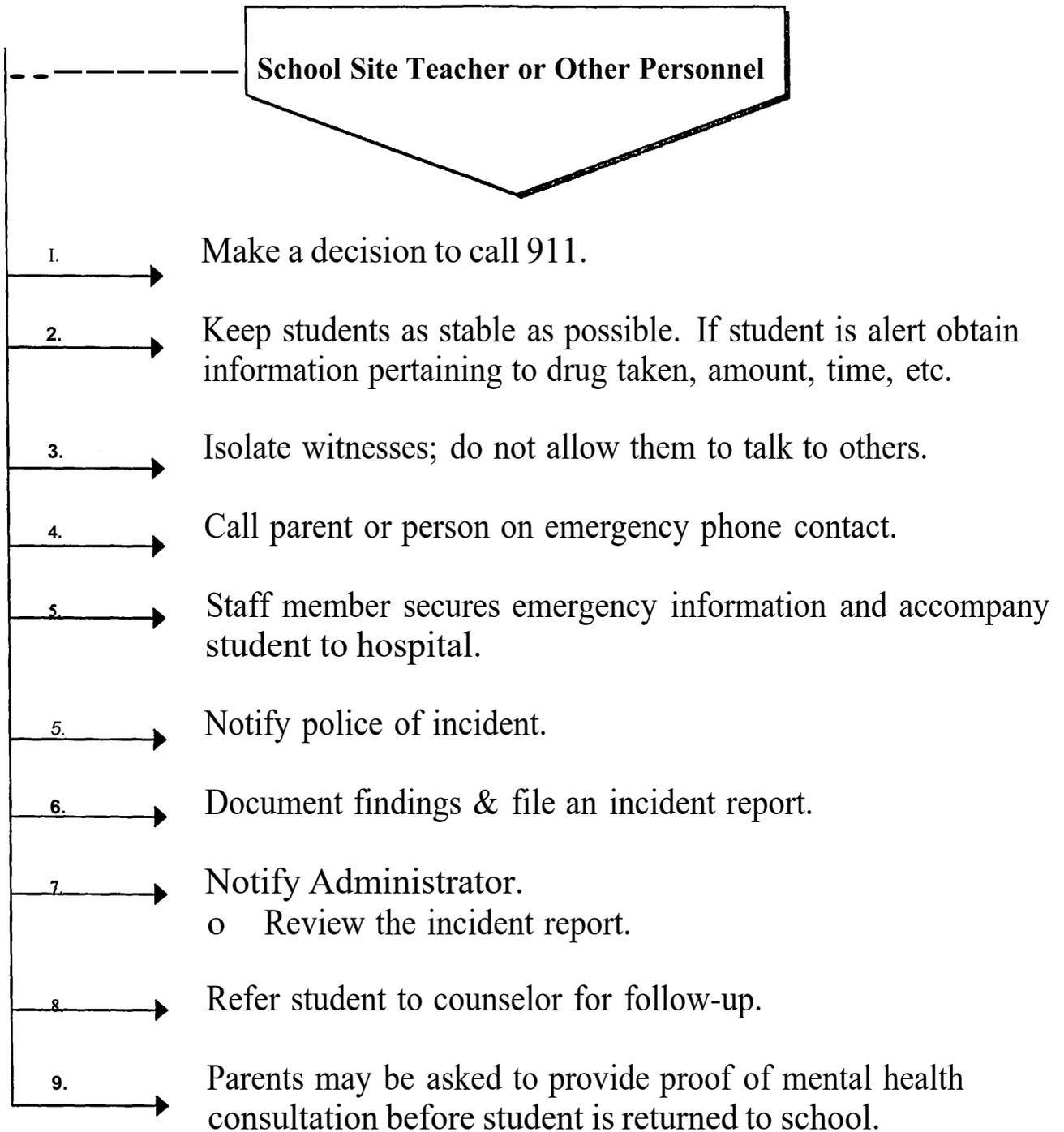
School Site Teacher

1. Do not move students - keep stable.
2. Assess the severity of injury or illness.
3. Call 911 (if applicable).
 - o Staff should accompany students if taken to emergency.
4. Complete an incident report.
5. Notify Administrator.
 - o Review the incident report.
6. Assess if an unsafe condition caused the injury.

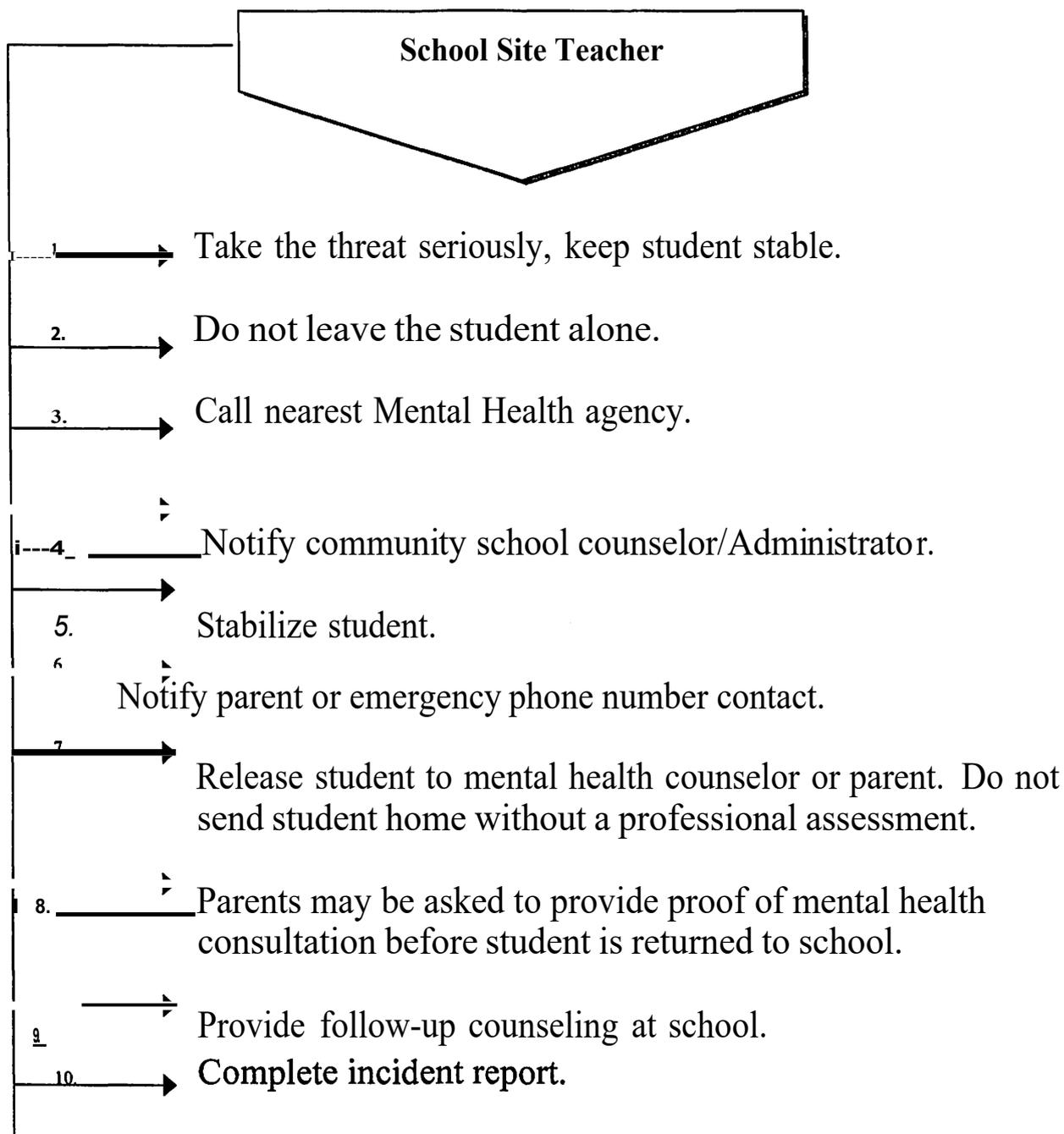
DEATH OR HOMICIDE



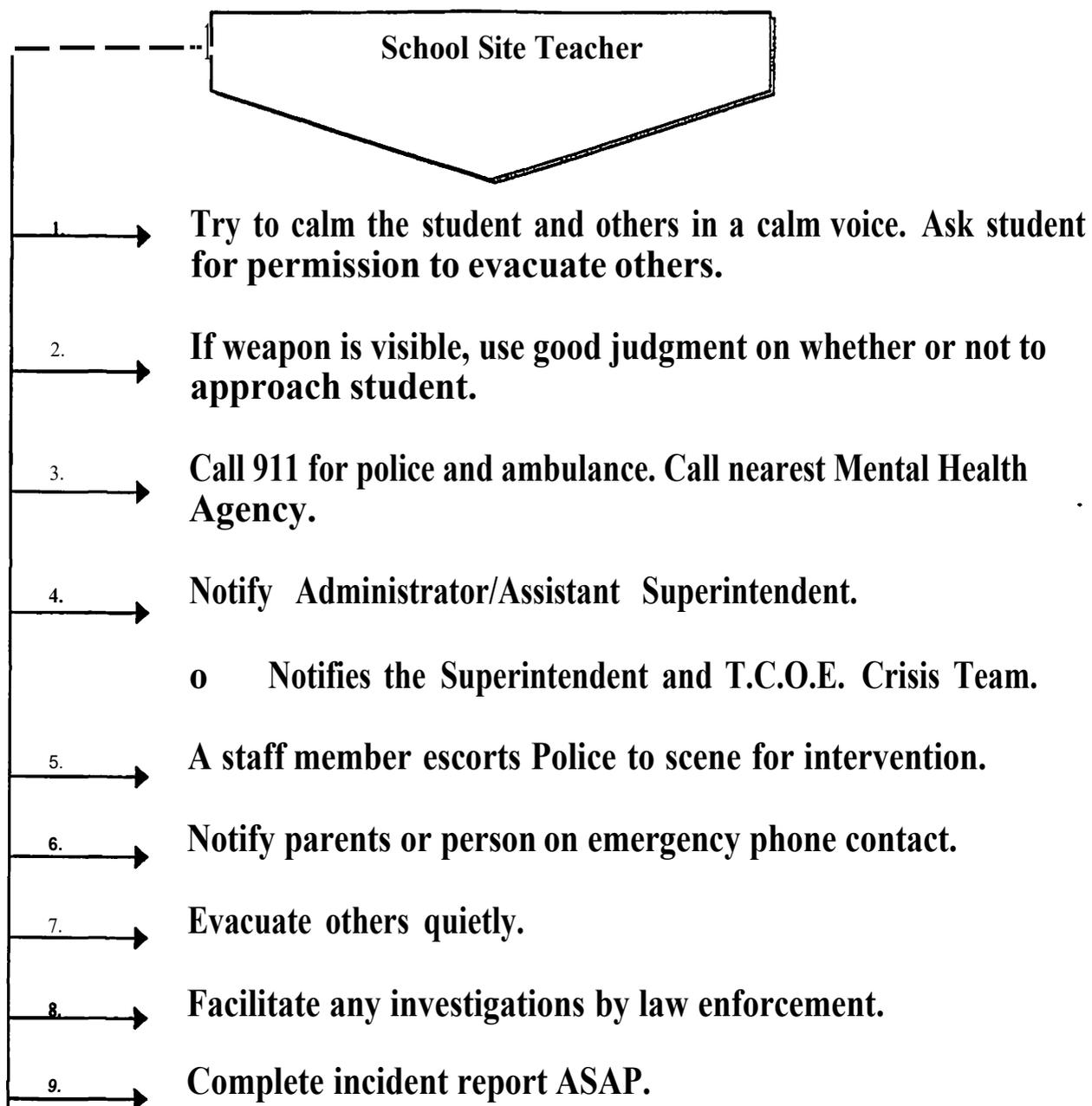
DRUG OVERDOSE



SUICIDAL THOUGHTS DEMONSTRATED BY STUDENT (VERBAL OR WRITTEN)



SUICIDE ATTEMPT IN PROGRESS



If suicide was prevented:

1. Require parents to show proof of mental health consultation before student returns to school.
2. As an option a student may be asked to sign a "no suicide contract."

If suicide was not prevented:

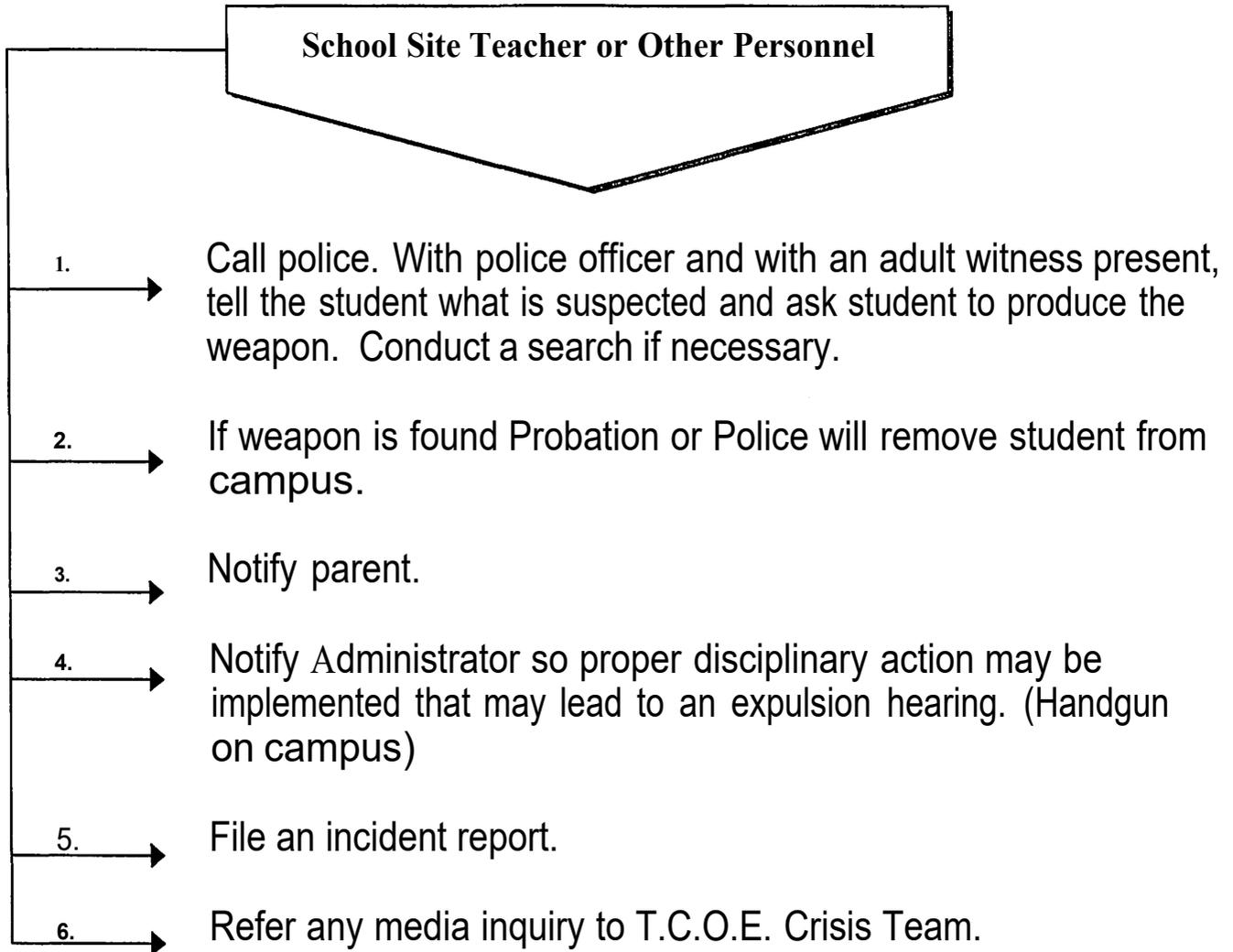
1. Inform staff; T.C.O.E. Crisis Team is convened.
2. Facilitate any investigation by T.C.O.E. and/or civil authorities.
3. Provide increased counseling services to students.
4. Provide written and personal condolences to family.

STUDENT INITIATED VIOLENT ACTION (Physical Assault; Fights; Verbal Assault; Verbal Threat)

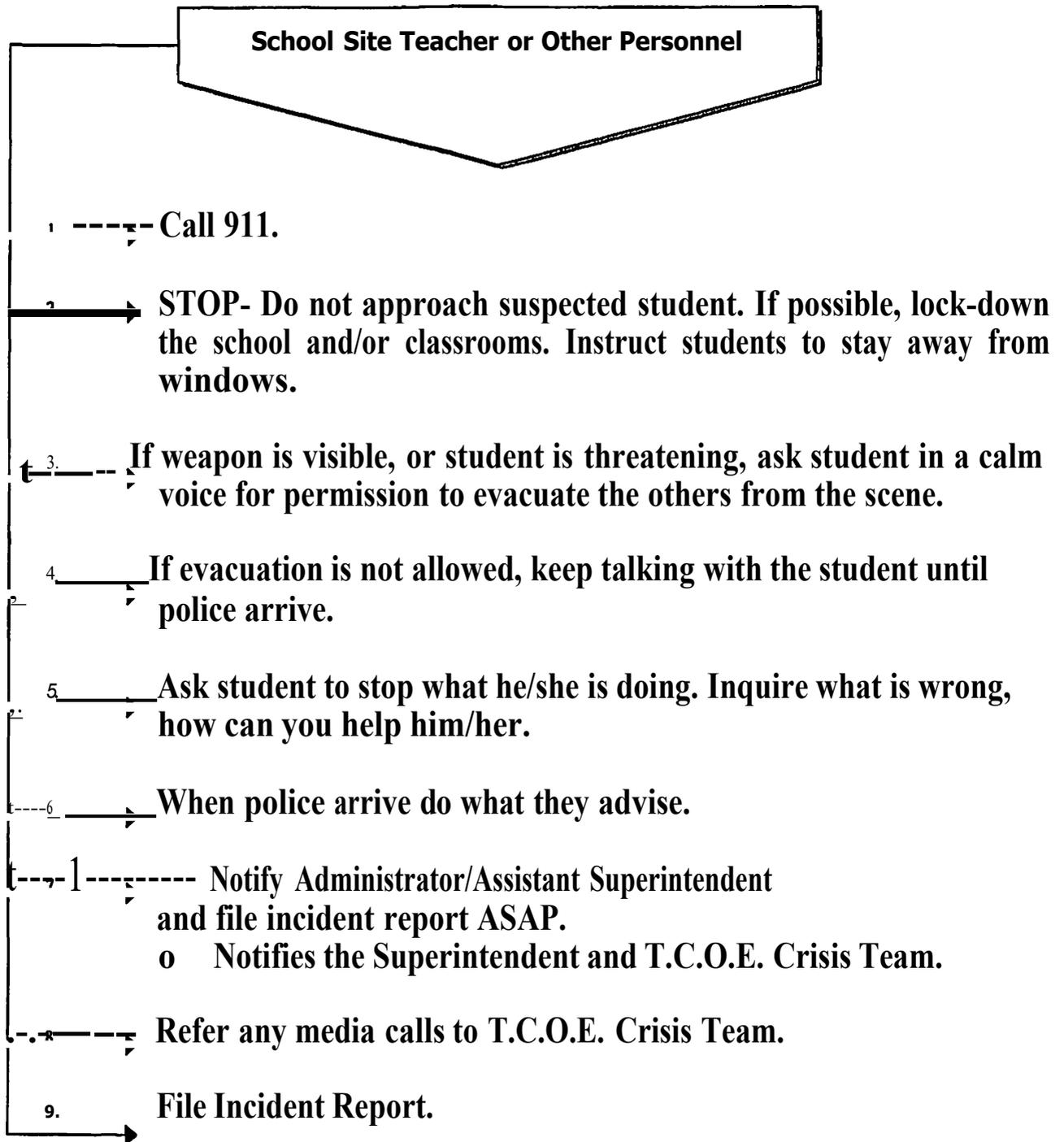
School Site Teacher or other School Personnel

1. → Make verbal contact in calm, firm voice.
2. → If behavior does not cease shout "stop" and attain assistance.
3. → Remove individual(s) to isolated area to calm down.
4. → Or remove the other students so that an audience is minimized.
5. → Do not leave the student(s) alone until he/she has calmed down.
6. → Do not grab or touch an angry, violent student unless he/she is causing harm to self or others.
7. → Conference with the individuals involved and assess the situation. Involve other staff members or students who may have witnessed the incident.
8. → If necessary, call police if the student is out-of-control. Or, call the parent for immediate removal from the school grounds. If the student gains control you may handle the disciplinary action in-house.
9. → Document incident in SIS and Notify principal/program manager.

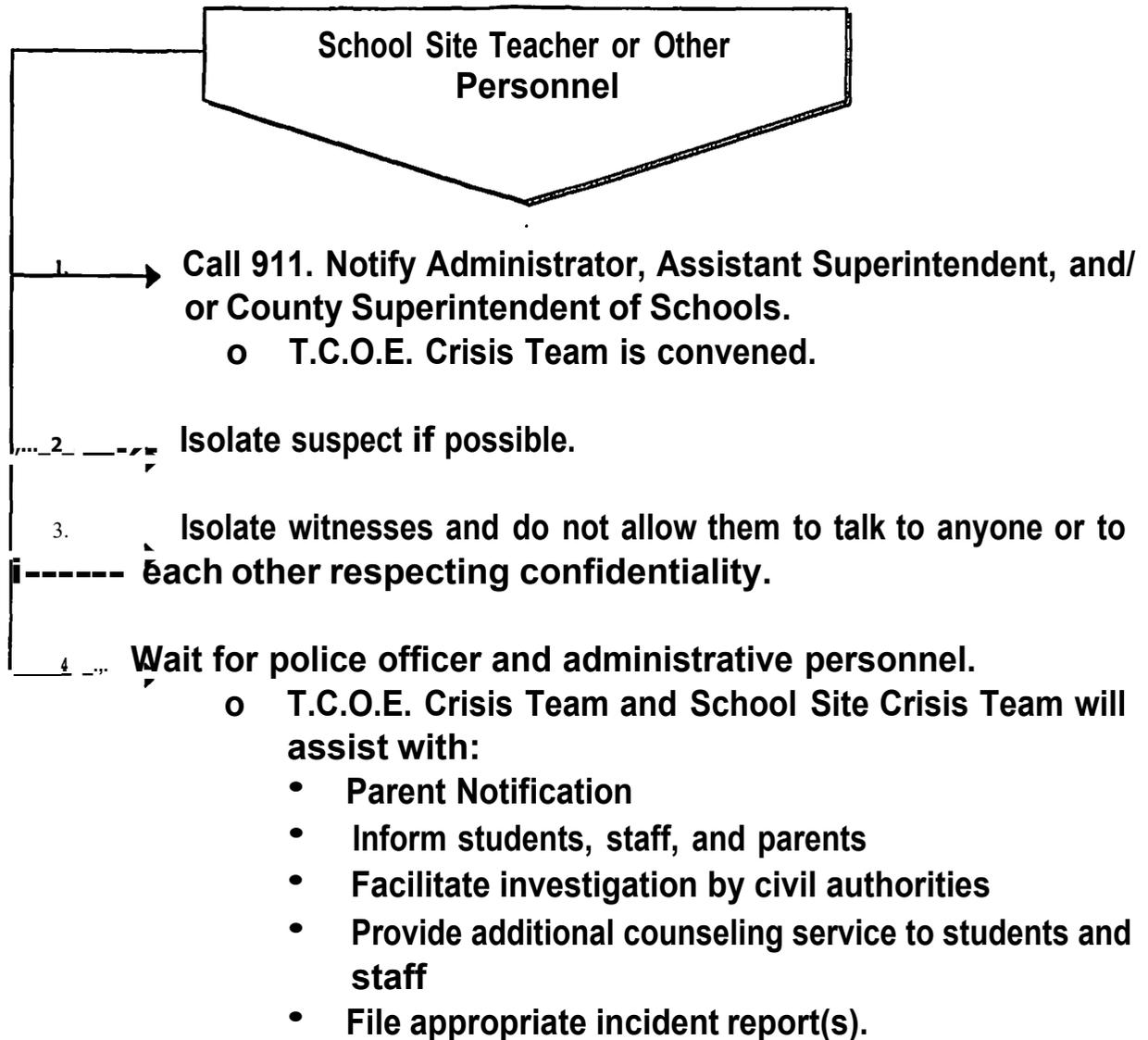
SUSPECTED WEAPON ON CAMPUS



ARMED STUDENT ON SCHOOL GROUNDS



SEXUAL ASSAULT



GANG ALTERCATION, RACIAL CONFLICT, RIOT

School Site Teacher or Other Personnel

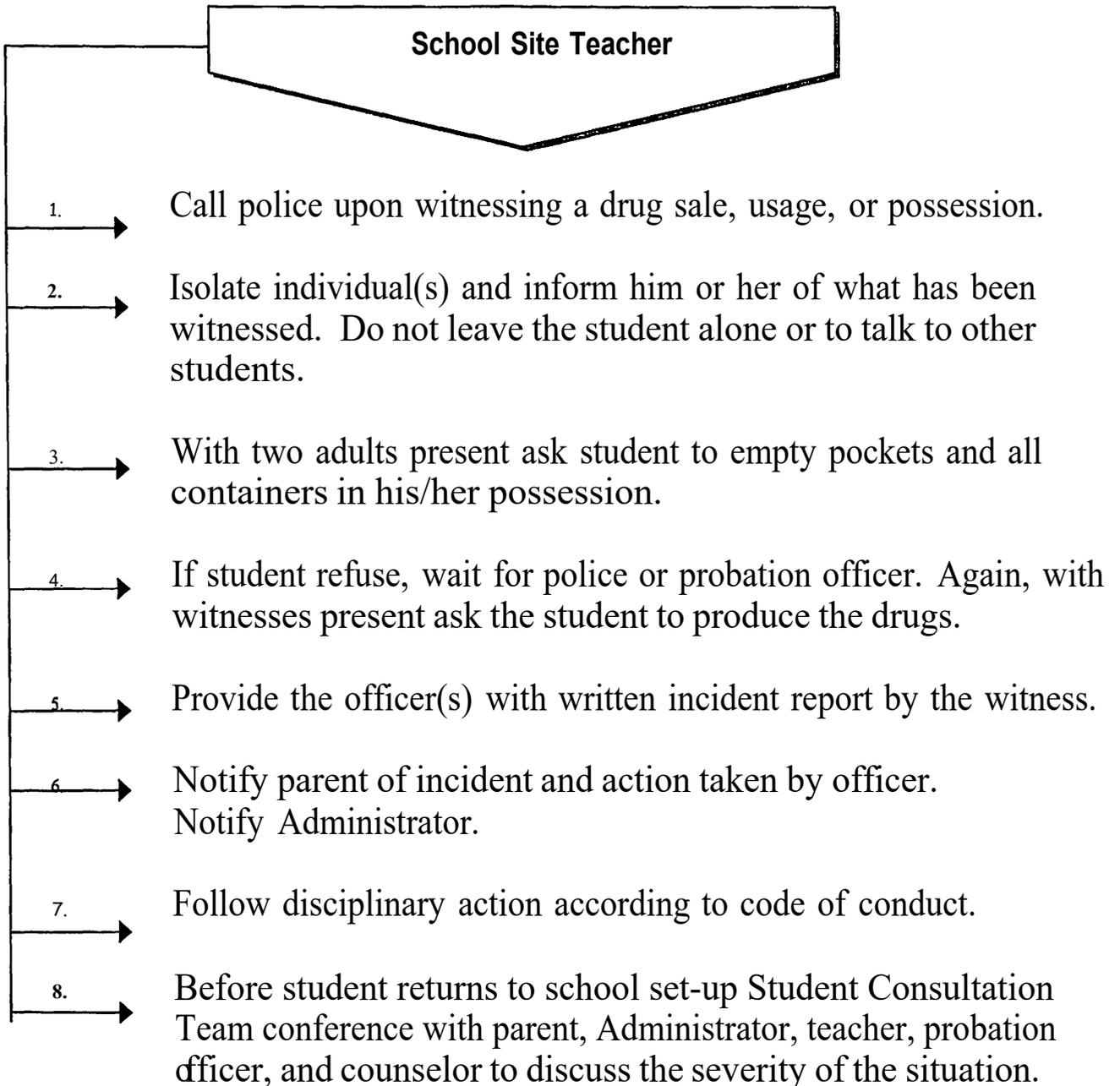
Escalating Situation:

1. → If behaviors do not cease, call police
2. → With calm, firm voice order students to stop and separate.
3. → Attain assistance from all staff. Try getting the main instigators to more isolated areas in order to calm them down.
4. → Do not grab or touch a potentially violent student unless he/she is causing harm to self and others. Use good judgment.
5. → If behaviors do cease and students have been separated, investigate the cause of the situation and the main instigators.
6. → Provide consequences for those involved using your judgment as to the degree of participation.
7. → Complete an incident report(s) and/or Report of Suspension and notify Administrator.
8. → Notify parents regarding the consequences and set-up Student Consultation Team conferences with parent, Administrator, teacher, probation officer, and counselor to discuss the severity of the situation.
9. → The School Site Crisis Team will convene to determine if an unsupervised situation allowed students to act out towards one another. If so, corrective action will be put in place.

Physical Altercation Taking Place

1. Call 911.
2. Attempt to take control of the situation by shouting: "Stop" in a loud, firm voice.
3. Attain assistance from all staff members.
4. Use good judgment in attempting to intercede physically to stop the altercation.
5. Separate the individuals involved and isolated them. Do not let them talk to one another. Begin investigating the principal cause and determine the individual(s) that started the altercation.
6. Assist police and/or probation officers in their investigation. Provide incident reports to them. Notify Administrator.
7. Have other staff quickly move other students not involved in the altercation into classroom activity.
8. Admin will suspend those involved in the physical altercation and those inciting the situation. Notify parents of the suspension and provide them with a Notice of Suspension.
10. Set-up Student Consultation Team conferences with parent, Administrator, teacher, probation officer, and counselor to discuss the severity of the situation.
11. The School Site Crisis Team will convene to determine if an unsupervised situation allowed students to act out towards one another. If so, corrective action will be put in place.

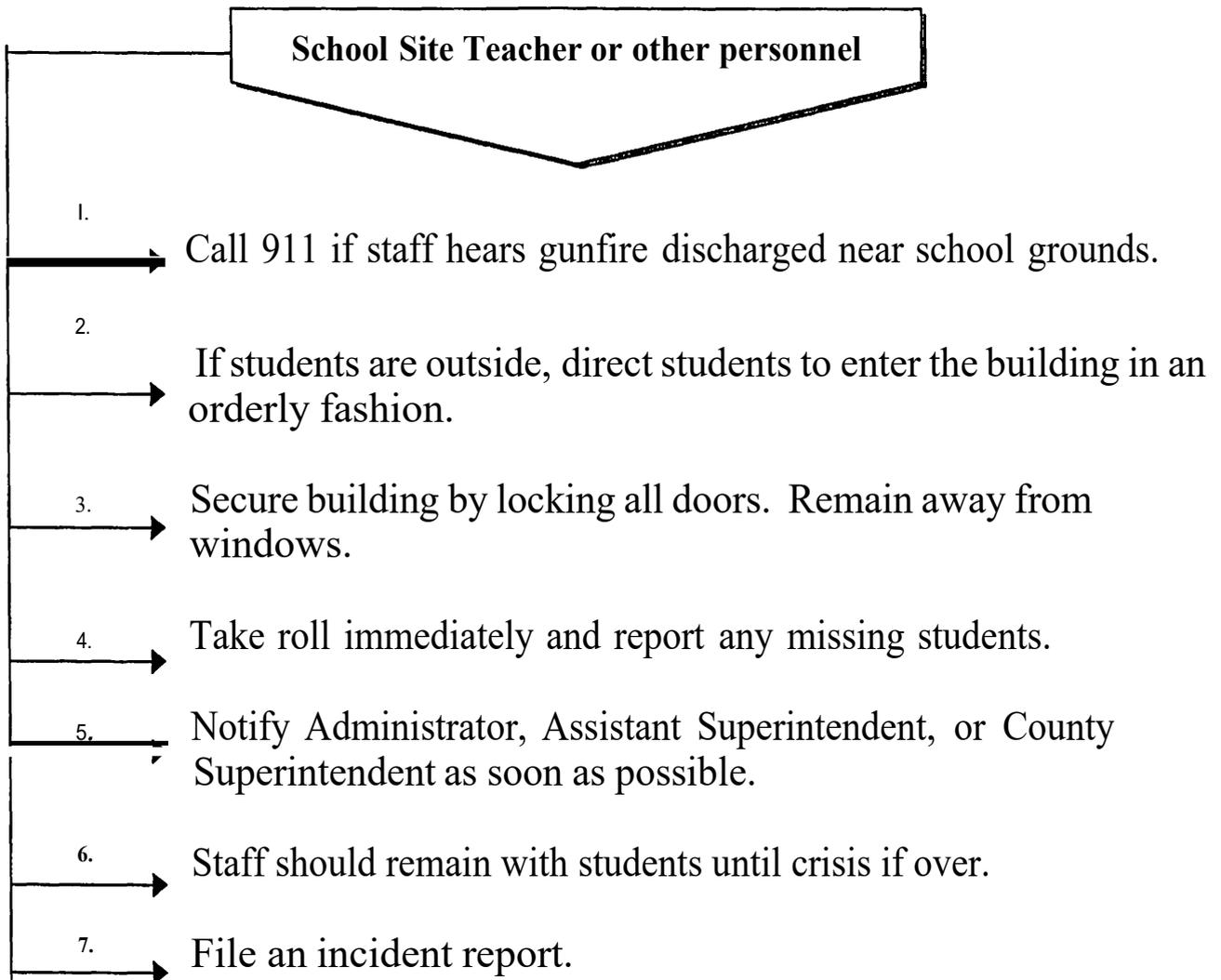
ILLCIT DRUG SELLING OR USE



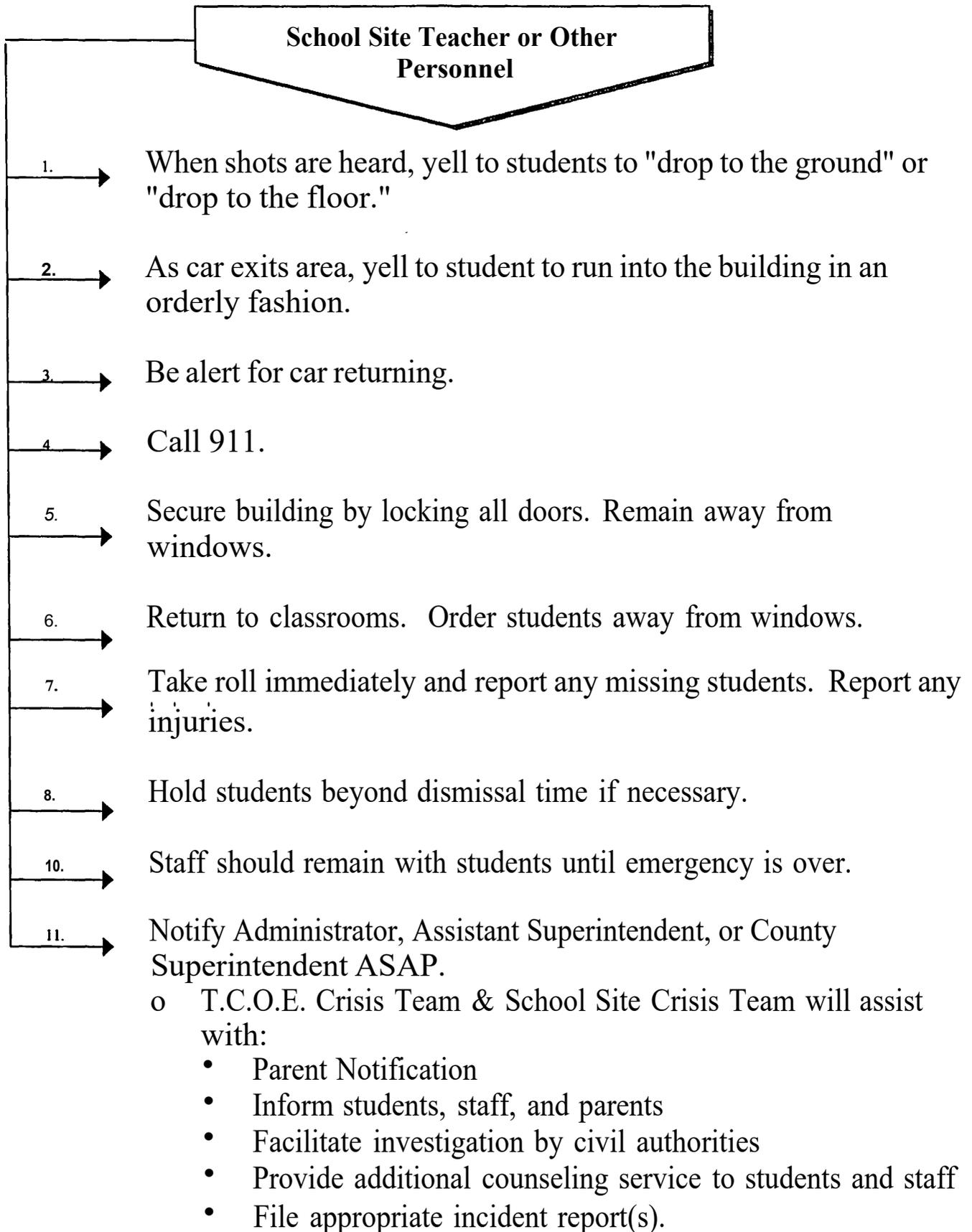
If student admits to having **recently** used an illicit drug (acid, amphetamines, methamphetamines, barbiturates, cocaine, depressants, hallucinogens, heroin), or any "prescription" drug not prescribed to him or her:

1. → Call 911 for an ambulance.
2. → Administer first aid if warranted until medics arrive.
3. → Appoint staff member to secure emergency information and accompany student to hospital to act as liaison.
5. → Notify police or probation officer.
6. → Notify parent and Administrator.
7. → File an incident report.
8. → Before student returns to school set-up Student Consultation Team conference with parent, Administrator, teacher, probation officer, and counselor to discuss the severity of the situation.

FIRE ARM DISCHARGED NEAR SCHOOL GROUNDS

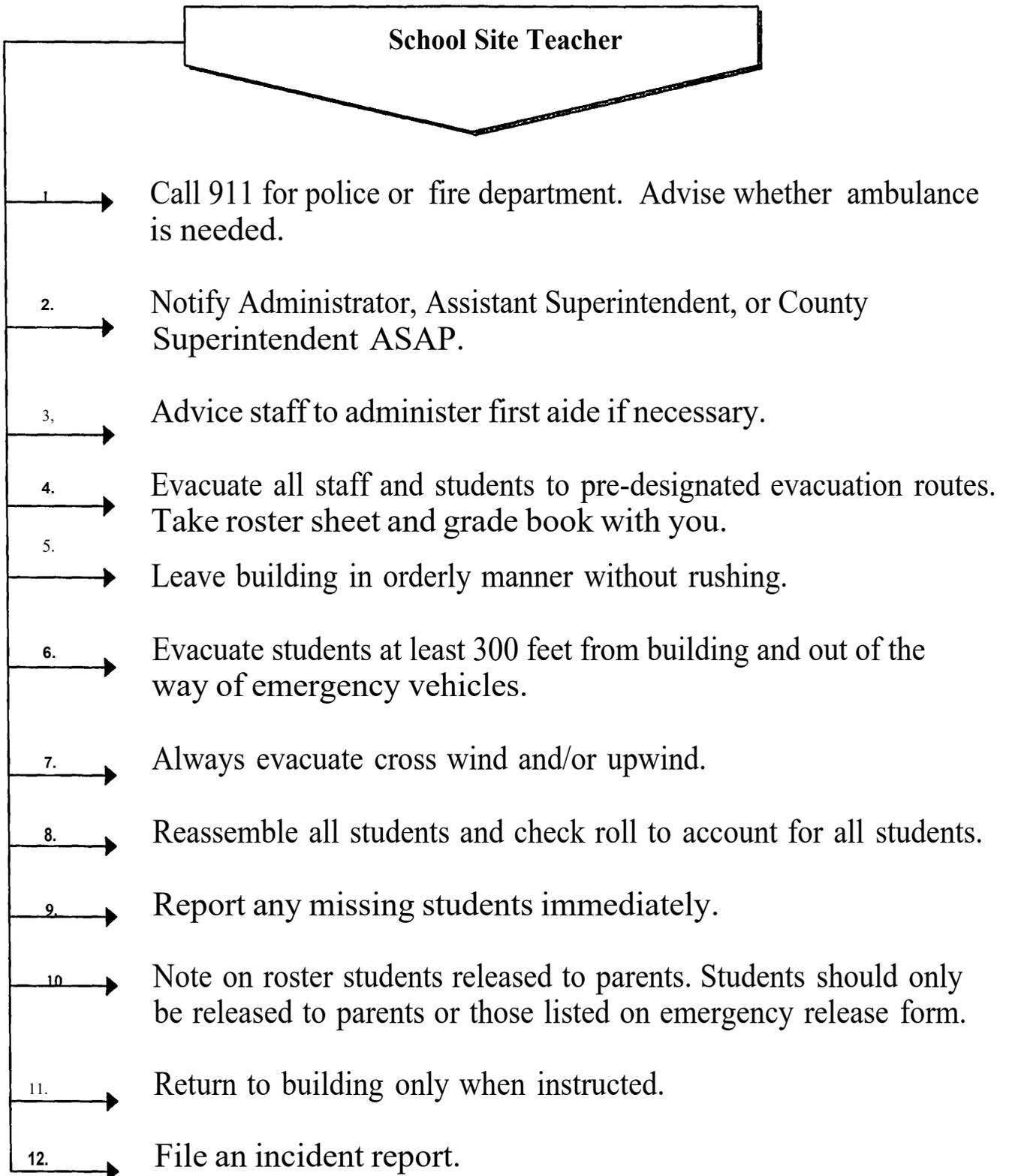


DRIVE-BY SHOOTING



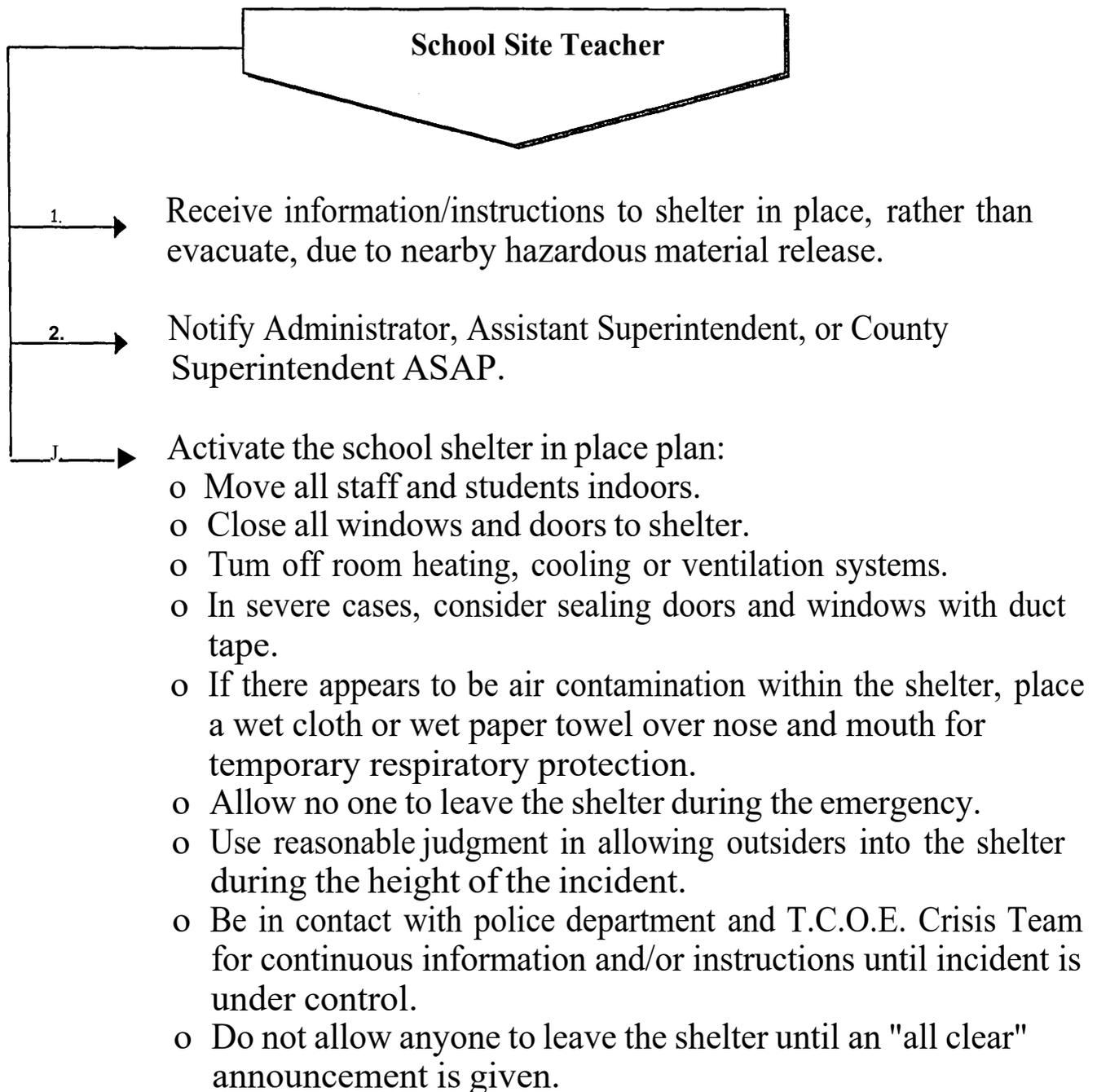
EMERGENCY EVACUATION

(Disaster, Fire, Fallen Aircraft, Chemical Release, Bomb Threat)

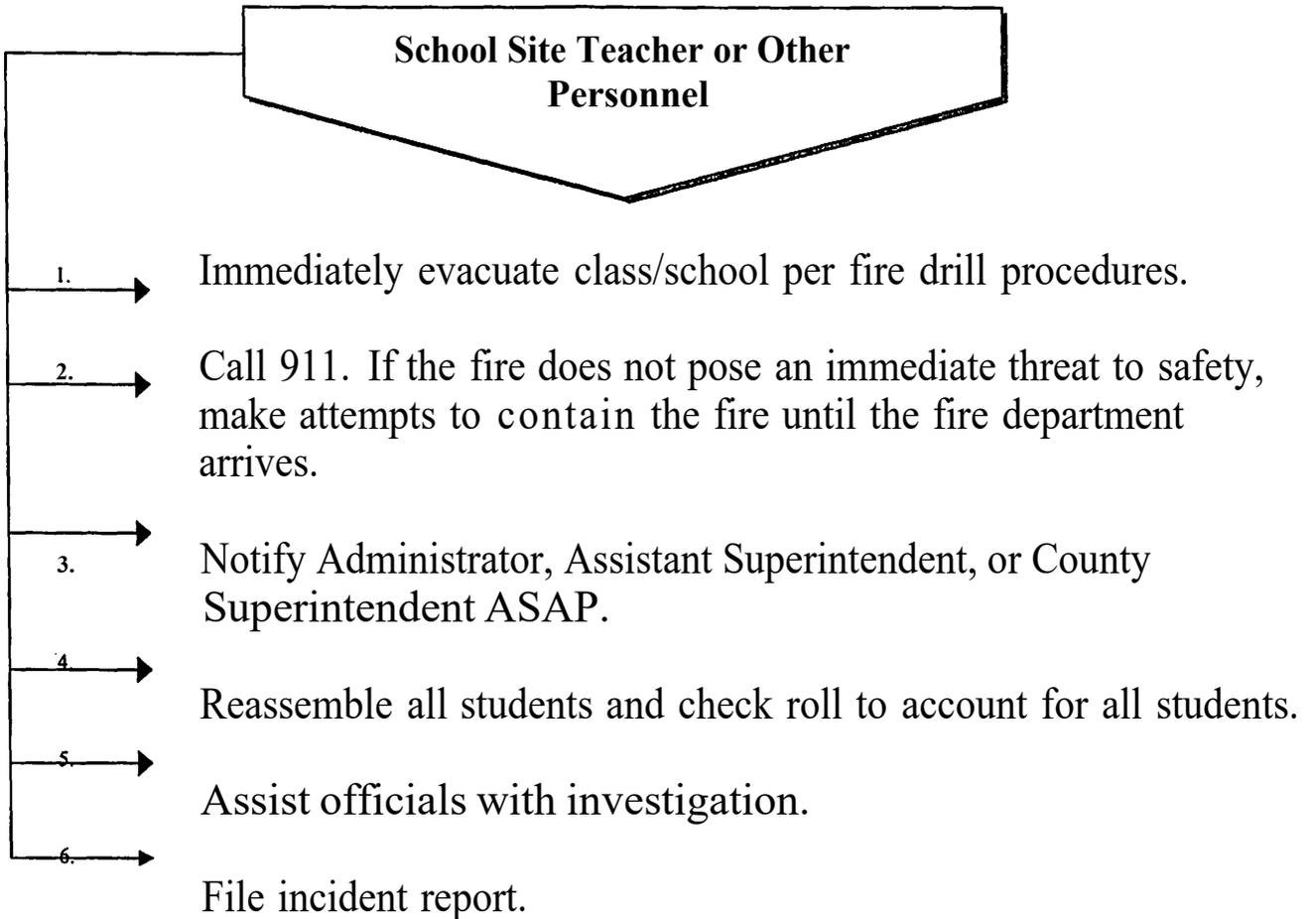


THE USE OF SHELTER IN BUILDING

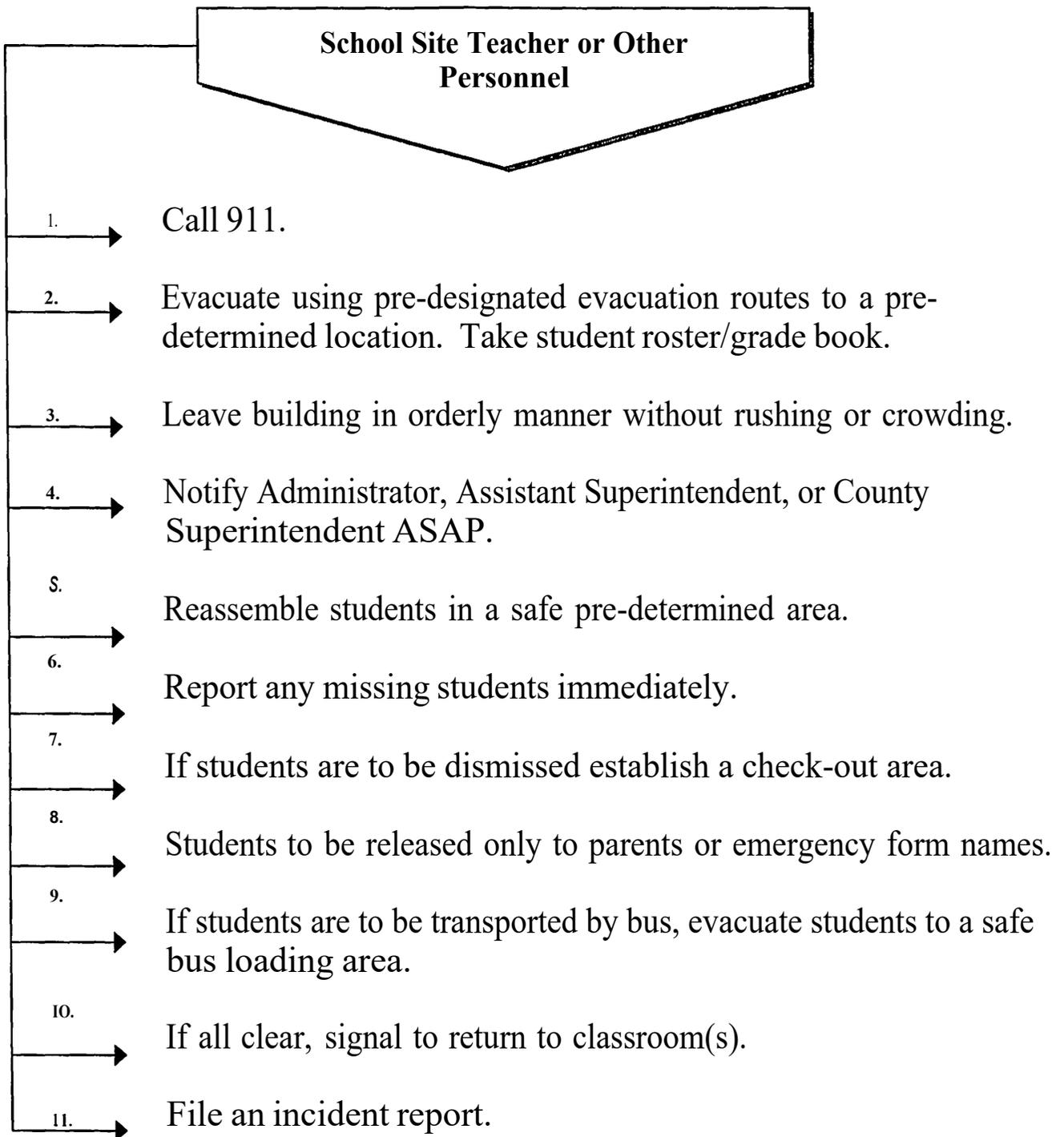
(Shelter in Building is the use of any classroom or school building for the purpose of providing temporary shelter from a hazardous material release, such as a chemical plant accident, chemical train derailment, chemical truck overturning, pipeline rupture, or other hazardous material release.)



SMALL FIRE



MAJOR FIRE OR EXPLOSION

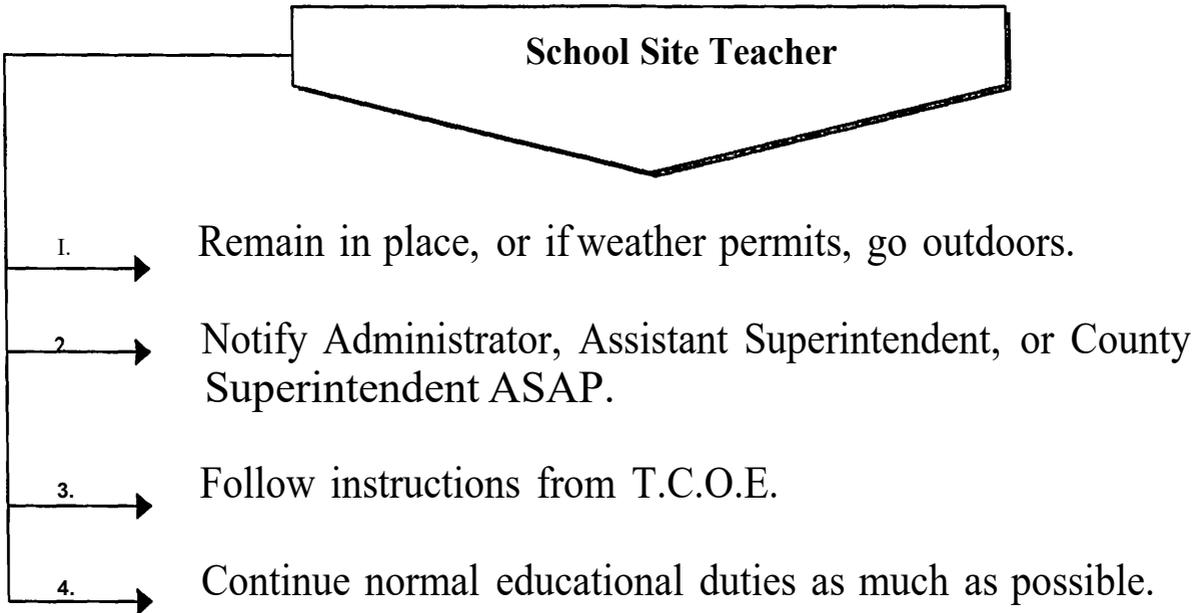


UTILITY FAILURE-GAS LEAK

School Site Teacher or Other
Personnel

1. → Use fire drill procedures to evacuate students when informed to do so. DO NOT PULL ALARMS. DO NOT OPERATE ELECTRICAL SWITCHES.
2. → Route students around and away from areas of strong gas odor.
3. → Call 911 and state to the fire dispatcher that you smell gas.
4. → Notify the gas company.
5. → Take roll at the assembly point.
6. → Ensure medical care is given to anyone injured or overcome by gas.
7. → Notify Administrator, Assistant Superintendent, or County Superintendent ASAP.
8. → Determine when the building is safe for re-occupancy after conferring with authorities.
9. → File an incident report.

UTILITY FAILURE-POWER OUTAGE & WATER SHORTAGE



BOMB THREAT

Recipient of Phone Call

1. → Keep caller on phone as long as possible-do not hang up.
2. → Signal to someone to alert teacher.
3. → Write down everything caller says.
4. → Identify background noise, age, gender, etc.
5. → If possible use Bomb Threat Checklist Form.

School Site Teacher

1. → Call 911 to report the threatening phone call.
2. → Notify staff and evacuate building.
3. → Notify Administrator, Assistant Superintendent, or County Superintendent ASAP.
4. → Collect student roster/grade book.
5. → Take attendance when students are assembled in a pre-determined location away from the building.

6. Do not use radios or other electronic devices that may activate a bomb.

7. Do not look for the bomb or touch any suspicious package or container.

8. → Assist authorities if requested.

9. → Determine when the building is safe for re-occupancy after conferring with authorities.

10. File an incident report.

Emergency Phone Numbers & Utility
Shut-Off

0

Local Police Department: Visalia Police Department
303 S. Johnson St.
Visalia, CA 93291
Non-Emergency#: (559) 734-8116
Emergency Phone#: 911

Local Sherriff: Tulare County Sheriff's Office
833 S. Akers St.
Visalia, CA 93277
Non-Emergency#: (559) 802-9400
Emergency Phone #: 911

Local Mental Health Agency:

Visalia Youth Services North
711 N. Court St.
Visalia, CA 93291

8:00 a.m. - 7:00 p.m. Monday - Thursday
8:00 a.m. - 5:00 p.m. on Friday
Psychiatrist Available Saturday
8:00 a.m. to 5:00 p.m.

Phone#: (559) 627-1490
After Hours Crisis Phone #:
(559) 730-9922
Fax#: (844) 368-0871

Visalia Youth Services South
1750 W. Walnut Ave. #B
Visalia, CA 93277

8:00 a.m. - 7:00 p.m.
Monday - Thursday
8:00 a.m. - 5:00 p.m. on Friday

Phone#: (559) 627-1490
After Hours Crisis Phone #:
1-800-320-1616
Fax#: (844) 368-0871

Location of Electricity Shut-Off: Electrical Room on the North Side of Mid-County. No tools needed.

Location of Gas Shut-Off & Tools Needed: Southside of Mid-County. Crescent wrench is required.

Location of Water Shut-Off & Tools Needed: Located at the front of Mid-County. Key for lock is located inside the supply room in the key box.

Suicide Prevention Policy

P

TULARE COUNTY OFFICE OF EDUCATION

Board Policy/Superintendent Policy

Students
BP/SP 5141.52
Suicide Prevention

Suicide Prevention

The County Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the County Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by Tulare County Office of Education, the County Superintendent or designee shall develop these in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts.

Such measures and strategies shall include, but are not limited to:

1. A Tulare County Office of Education suicide prevention coordinator shall be designated by the County Superintendent
2. Staff development on suicide awareness and prevention for teachers, school counselors, and other employees who interact with students in the secondary grades at least annually
3. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
4. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
5. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The County Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 - Student suicide prevention policies

215.5 -Suicide prevention hotline contact information on student identification cards

216 - Suicide prevention online training programs

32280-32289 - Comprehensive safety plan

49060-49079 - Student records

49602 - Confidentiality of student information

49604 -Suicide prevention training/or school counselors

GOVERNMENT CODE

810-996.6- Government Claims Act

PENAL CODE

11164-11174.3- Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 - Emotionally disturbed youth; legislative intent

5850-5883 - Children's Mental Health Services Act

COURT DECISIONS

Cora/es v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS' PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEBSITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>
California Department of Health Care Services, Suicide Prevention Program:
<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>
Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>
National Association of School Psychologists: <http://www.nasponline.org>
National Institute for Mental Health: <http://www.nimh.nih.gov>
Trevor Project: <http://thetrevorproject.org>
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

Policy adopted: 3/13/2019

Tulare County Board of Education
Visalia, California

TULARE COUNTY OFFICE OF EDUCATION

Administrative-Regulation

Students
AR 5141.52
Suicide Prevention

Suicide Prevention

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

A Tulare County Office *of* Education (TCOE) suicide prevention coordinator shall be designated by the county superintendent. This may be an existing staff person. The suicide prevention coordinator will be responsible for planning and coordinating implementation of the policy for the county office programs and schools. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation.

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other employees who interact with students in grades 1-12 at least once annually. The training shall be offered under the direction of the county superintendent/designee and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups.
7. Appropriate ways-to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. County office/program procedures for responding after a suicide has occurred.

Publication and distribution of the policy will be distributed annually and will be included in all student and teacher handbooks and on the school website.

Instruction

The county office's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designee who shall implement intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced; or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

School employees shall act only within the scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 2.iS)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Notifying the Suicide Prevention Coordinator
4. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
5. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing including the steps that the school took in response to the suicide attempt or threat.

The county superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the county superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the county superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

1. In the event that a student dies by suicide, the county superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the county superintendent or designee shall make an earnest effort to consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
2. Call an emergency staff meeting to relay information and formulate appropriate procedures for supporting students, staff and parents. The death shall not be called a suicide. This is a legal determination that can only be made by the coroner's office. It should be referred to as a death or a tragic death.

3. Provide counseling support to students. Contact additional psychologists/counselors to increase available support. Have a place available for students to go to (Support Room) and walk around campus to be available for any student needing support> Counselors/school psychologists should follow the student's schedule and be available to assist the students and teachers in those classes. Students must be allowed to grieve, but there should be no large group gatherings such as an assembly. Students should not be allowed to congregate in groups without staff supervision. Identify any students who might be at risk and call them in to talk.
4. School will be conducted as usual to the greatest extent possible. In no case should school be canceled.
5. Prepare a note to send home to parents indicating that a tragic death has occurred and that postvention procedures and counseling has begun;
6. Schedule a parent meeting as soon as possible to help parents deal with the issue and to advise them how to help students.
7. Any response to media inquiries shall be handled by the TCOE-designated spokesperson who shall not divulge confidential information. The county office's response shall not sensationalize suicide and shall focus on the county office's postvention plan and available resources.

The county superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The county superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

After any suicide or attempted suicide by a student, the county superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation approved: 4/11/2019



Tulare County Superintendent of Schools Visalia,
California

Definitions

1. At Risk A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedure
2. Crisis Team A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. Mental Health A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. Postvention Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community
5. Risk Assessment An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. Risk Factors for Suicide Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
7. Self-Harm Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. Suicide Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. Suicide Attempt A Self-Injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to

live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. Suicidal Behavior Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. Suicide Contagion The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. Suicidal Ideation Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously

TCOE Court & Community School Self-Harm Prevention Protocol for when a student talks to or writes about self-harm the expectation of teacher, staff are as follows.

Level #1- CONCERN

Staff may become alarmed by some student behaviors, comments, writings, or social media that indicate a student is struggling such as:

- Comments about death, suicide, cutting, wanting to die, etc.
- Expressions of sadness, emptiness, hopelessness, pessimism, helplessness, worthlessness.
- Evidence a student is having difficulty concentrating or remembering
- Marked changes in usual behavior such as losing interest/pleasure in usual activities, loss of energy or drive, falling asleep in class, restlessness/ irritability, cutting class.
- Evidence of agitation or excessive energy
- Marked changes in appearance such as significant weight loss or gain
- Comments from other students about a classmate with these behaviors or feelings
- Evidence of self-mutilation including cutting, bruising, scratches, etc.
- Withdrawal from friends and/or activities

All employees are mandated reporters. If you have a concern about a student and the potential for self-harm, immediately consult one of the following people to discuss your concerns: Mrs. Rocha, Mrs. Valdivieso, Mrs. Aguilera, Mrs. Venegas, Ms. Aguirre and/or the school nurse of duty.

Level #2 CRITICAL SITUATION:

- The student is distraught and tell you he/she wants to hurt him/herself
- Another student/teacher/parent reports that the student wants to hurt him/herself
 - o Counselor/Student Transition Specialist/Administrator will locate the student.

During School Hours

1. Tell the student you are not allowed to keep this information confidential, and you need to tell someone who can help.
2. Accompany the student to the counselor's (STS) office.
3. Let the counselor (STS) know the student needs to see her/him.
4. If the student refuses to go with you, **DO NOT LEAVE THE STUDENT ALONE. Immediately** phone an available adult (Counselor/Student Transition Specialist, Principal, Asst. Principal, Secretary, Truancy Officer., Instructional Aide, or seek help from a fellow teacher.

After School Hours

1. Encourage the student to talk about what is happening and attempt to calm him/her.
2. Tell the student you are not allowed to keep this information confidential, and you need to contact his/her parents.
3. Call the parents and request that they come pick up their son/daughter. Instruct them to contact the Emergency services at a local hospital/mental health service. Below are the numbers if they are unsure of who to call:

Visalia

Kaweah Delta Hospital 559-624 2000
Visalia Youth Services 559-6271490
Visalia Youth Services AFTER HOURS
559-730-9922 1800-320-1616
Fax 1844-368-0871

Tulare

Tulare District Hospital 559-688-0821

TCOE Court & Community School Self-Harm Prevention Protocol for when a student talks to or writes about self-harm the expectation of teacher, staff are as follows.

| | |
|--|--|
| | <p>Tulare Youth Services Bureau P: 559-688-2043 AFTER HOURS CRISIS 559-730-9922</p> <ol style="list-style-type: none">4. If the parents are unavailable, call the local police to have the child transported to the ER.5. Remain with the student until parents or police arrive. DO NOT LEAVE THE STUDENT ALONE.6. Inform the Principal/Administration |
|--|--|



| | |
|---|---|
| <ol style="list-style-type: none">1. Call for the Counselor/STS or administrator to join the meetings with the student.2. The Counselor/STS will encourage the student to talk about what is happening and will ask suicide ideation questions.3. If the student is deemed to be in crisis, the Counselor/STS will contact crisis, and the student's parents to take him/her for an emergency evaluation. The Counselor/STS will talk to the student about contacting parents and decide on a follow-up plan.4. If a parent is unavailable or refuses, contact the police for support to transport for evaluation. | <p>Post-event self-care: Hearing a student talk about suicide can trigger feeling in you. It is normal to feel helpless, angry, or an overwhelming sense of responsibility. After the crisis, take a moment to talk to someone you trust about your own feelings. You may wish to review what took place with a school counselor.</p> |
|---|---|

Tulare County Office of Education
SCHOOL HEALTH PROGRAMS

**STANDARDIZED PROCEDURE/PROTOCOL
MANAGEMENT OF OPIOID OVERDOSE WITH OPIOID ANTAGONIST**

The Governing Board recognizes that deaths from prescription painkillers (opioid or narcotic pain relievers) and illicit opioids have reached epidemic levels. Many of these deaths are preventable through the timely provision of a safe and effective drug, an opioid antagonist at no cost that can immediately reverse the effects of an opioid overdose, along with the summoning of emergency responders.

School districts, county offices of education or charter schools may provide naloxone hydrochloride an opioid antagonist to school nurses and trained personnel who have volunteered. School nurses and trained personnel may use naloxone hydrochloride to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Naloxone hydrochloride is to be furnished exclusively for use at participating school district school site, county office of education school site, or charter school. California Department of Health Care Services, Naloxone Distribution Project provides qualified organizations and entities the ability to request free naloxone in its nasal spray formulation. California Department of Public Health has issued a statewide standing order to help reduce morbidity and mortality associated with opioid overdose by facilitating the distribution and administration of Naloxone Hydrochloride (Naloxone) in California.

Pursuant to California Education Code 49414.3, any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive, and the right of an employee to rescind his or her offer to volunteer. Trained volunteer personnel shall be provided with defense and indemnification for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) or Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer and retained in the volunteer's personnel file.

If an opioid overdose emergency should occur at a site and no school nurse or trained volunteer is available, then emergency medical services/ 9-1-1 should be notified immediately, and cardiopulmonary resuscitation (CPR) initiated as indicated.

Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride. The Credentialed School Nurse(s) shall ensure that the proper procedures, protocols, and trainings are established and maintained. These physician-authorized procedures must be reviewed and signed annually.

Under Education Code 49407, no school district shall be held liable for the responsible treatment of a student without the consent of the parent/guardian when the student requires medical treatment and the guardian cannot be reached, unless a written objection to medical treatment has been filed with the district.

Legal References:

AB635: Drug Overdose Treatment Liability Bill

AB472: Good Samaritan Bill

Education Code:

49414.3 Naloxone in Schools

49407 Pupil & Personnel Health

Business and Professions Code

4119.8 Naloxone in Schools

California Civil Code

1714.22 Immunity Provisions/ Drug Overdose Treatment: Liability

Code of Regulations, Title 22, Division 9:

100019 Optional Skills

Government Code:

810 Claims and Actions Against Public Entities and Public Employees

815 Liability for Injuries

Health and Safety Code:

11376.5 Controlled Substances: Overdose: Punishment

Management of Opioid Overdose with Opioid Antagonist Procedure/Protocols

For use in Public Schools for persons without individual physician written orders.

DEFINITION: An opioid overdose is an acute condition caused by the flooding of the opioid receptors in the brain by opioids. It can cause extreme physical illness, decreased level of consciousness, respiratory arrest, or death. Drug overdose (poisoning) is the leading cause of unintentional injury death in the United States. Opioids, both prescription pain killers and heroin, are responsible for most of those deaths. The number of Californians affected by prescription and non-prescription opioid misuse and overdose is substantial, with rates varying significantly across counties and even within counties. Naloxone is a medication that works almost immediately to reverse opiate overdose. Naloxone is a prescription drug but is not a controlled substance. It has few known adverse effects, no potential for abuse, and can be rapidly administered through intramuscular injection, subcutaneous injection or nasal spray. While most professional first responders and emergency departments are equipped with naloxone, emergency service providers may not arrive in time to revive overdose victims. School nurse or trained volunteer may administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available.

- **EMS:** Emergency medical system or professional first responders / 9-1-1.
- **Naloxone:** is an opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. It is available as intramuscular, subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone has the potential to immediately restore breathing to a victim experiencing an opioid overdose.
- **Opioids:** are prescription medications used to treat pain, such as morphine, codeine, methadone, oxycodone, hydrocodone, fentanyl, hydromorphone, and buprenorphine; as well as illegal drugs, such as heroin and illicit potent opioids such as fentanyl analogs (e.g. diverted substances).
- **Opiates:** Naturally derived drugs from the poppy plant, such as heroin or opium.
- **Opioid Antagonist:** means naloxone hydrochloride that is approved by the Federal Drug Administration (FDA) for the treatment of an opioid overdose. It is the first line treatment for an opioid overdose.
- **Opioid Overdose Prevention and Treatment Training Program:** means a program at a minimum that contains the following content:
 - The causes of an opiate overdose
 - How to recognize an opioid overdose
 - Mouth to mouth resuscitation
 - How to contact appropriate EMS
 - How to administer an opioid antagonist

RECOMMENDATIONS:

- If an opioid overdose is suspected, then Naloxone should be immediately administered by the school nurse or in the absence of the school nurse, administration can be provided by trained personnel.
- Additional doses of Naloxone may be administered every 2 – 3 minutes.
- All Naloxone medication should be stored according to manufacturer's directions to maintain effectiveness.
- It is recommended that at least two (2) naloxone doses be available in schools for opioid overdose.
- Naloxone should be stored according to manufacturer's directions to maintain effectiveness in a **clearly labeled container, easily accessible to school nurse and trained personnel, and checked monthly.**
- Naloxone may be considered for first aid kits for field trips and/or school events.
- Expiration dates on naloxone should be monitored monthly and documented on an appropriate log. The shelf-life of naloxone is approximately 36 months (3 years).
- All individuals receiving emergency naloxone should have 9-1-1 summoned immediately even if symptoms appear to be improving or have resolved.

PERSONNEL:

- The Credentialed School Nurse (or other qualified supervisor of health, *Education Code* sections 44871-44878) assigns, monitors, and supervises the annual training of unlicensed personnel who have volunteered in the administration of an opioid antagonist for treatment of opioid overdose, which is a life-threatening emergency.
- It is recommended that all volunteer staff who are trained to administer naloxone maintain a current cardiopulmonary resuscitation (CPR) certification.
- Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.
- Designated and trained school personnel serve under the direct or indirect supervision of the credentialed school nurse (or other qualified supervisor of health).

COMMON CAUSES:

- Taking an extra dose of a prescription opioid
- Taking prescription opioids too often
- Mixing an opioid with:
 - Alcohol
 - Medications such as benzodiazepines
- Taking illegal drugs

RISK FACTORS FOR OPIOID OVERDOSE:

- Having an opioid use disorder
- Taking opioids by injection
- Using prescription opioids without medical supervision
- Taking a high prescribed dosage of opioids
- Using opioids in combination with alcohol and/or other substances of medicines that suppress respiratory function such as benzodiazepines, barbiturates, anesthetics or some pain medication
- Use of any drug not from a pharmacy or use of any street drugs (including non-opioids) is a risk as it may be contaminated with fentanyl

OPIOID OVERDOSE SYMPTOMS

May include any or many of the following:

- Pale, clammy skin
- Speech infrequent
- Shallow breathing, difficulty breathing or NO breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub) or coma
- Slowed heartbeat/pulse
- Cyanotic skin coloration (blue lips, blue fingertips)
- Pinpoint pupils

If any of the following symptoms occur, administer NALOXONE IMMEDIATELY & CALL 9-1-1

- * Unresponsive to stimuli or coma
- * Shallow breathing, difficulty breathing or NO breathing
- * Pinpoint pupils
- * Suspected opioid overdose

**ADMINISTRATION OF NALOXONE
STANDARD HEALTH-CARE PROCEDURE**

| Purpose | To reverse the symptoms of a known or suspected opioid overdose in a student |
|--|---|
| Cautions | Using naloxone in a person who is opioid dependent may result in severe opioid withdrawal; this should NOT be a deterrent to administration of naloxone. |
| Equipment and Supplies | <ul style="list-style-type: none"> • Naloxone 4mg nasal spray (have 2 doses available in case a second is needed) • CPR mask • Gloves |
| Note: | CPR is recommended, but NOT required for those administering opioid antagonists |
| PROCEDURE | |
| ESSENTIAL STEPS | KEY POINTS AND PRECAUTIONS |
| <p>1. RECOGNIZE – Confirm student is displaying symptoms of opioid overdose:</p> <ol style="list-style-type: none"> a. Unresponsive to verbal or physical stimuli b. Pinpoint pupils c. Not breathing or shallow breathing d. Snorting or gurgling sounds e. Gray, dusky, or bluish color to skin f. Slow heartbeat | <p>1. Suspicion of overdose can be based on:</p> <ul style="list-style-type: none"> • History of known opiate use. • Report from bystanders. • School nurse or staff prior knowledge of person. • Nearby medications, illicit drugs, or drug paraphernalia near site. |
| <p>2. Try to wake the student up.</p> | <p>2. Use a sternal rub, yell, and/or shake them.</p> |
| <p>3. RESPOND – Call 9-1-1.</p> | <p>3. Direct a staff member to call 9-1-1.</p> <ul style="list-style-type: none"> • Provide information to emergency medical responders, including: <ul style="list-style-type: none"> ○ Actions taken, ○ Medication given, ○ Parent/guardian contact information. • Designate a staff person to meet EMS to take to individual's location. <p>* If alone, give naloxone, then activate 9-1-1/ Emergency Medical Services.</p> |
| <p>4. Position student on their back.</p> | <p>4. Remain calm.</p> |
| <p>5. Remove naloxone spray from box. Peel back the package and remove the device.</p> | <p>5. Do not remove naloxone until ready to use. Each naloxone spray has ONLY one dose and cannot be reused. DO NOT PRIME naloxone nasal spray.</p> |

| ESSENTIAL STEPS | KEY POINTS AND PRECAUTIONS |
|--|---|
| 6. Put on disposable gloves , if doing so will not delay emergency treatment. | 6. STANDARD PRECAUTIONS |
| 7. Hold nasal spray with your thumb on the bottom of the plunger and the first and middle finger on each side of the nozzle. | |
| 8. Tilt the student's head back and provide support under the neck with your hand. | |
| 9. Gently insert the tip of the nozzle of naloxone into ONE nostril until your fingers on either side of the nozzle are against the bottom of the student's nose. | |
| 10. Press the plunger firmly to the base of the nozzle to administer the dose of naloxone. | |
| 11. Remove the naloxone nasal spray from the nose. | 11. Save the used naloxone nasal spray for the EMS personnel. |
| 12. RECOVER – Check for breathing. If the student is not breathing, do rescue breathing (or CPR if you know it). | 12. Using a gloved hand, carefully remove anything in the mouth blocking the airway. |
| 13. Turn the student onto their side (recovery position). Stay with the student and observe for improvement or any changes in the student's status. | 13. Naloxone may cause the student to vomit. Placing the student on their side helps prevent aspiration of fluids into the lungs. |
| 14. If symptoms do not improve within 2-3 minutes, administer a second dose of naloxone nasal spray. | |
| 15. REFER – Have the student transported to the nearest medical facility, even if symptoms seem to get better. | 15. Send the empty naloxone container with EMS personnel to the hospital. |
| 16. Document all information and complete the following: a) Incident Report form for the district risk management department. b) Emergency Response Report Management of Opioid Overdose form and fax to Tulare County Office of Education, School Health Programs. | |
| 17. Restock naloxone no later than 2 weeks after administration. | |

District-specific notes:

**Evaluation and Review—Qualified Designated School Staff Competency
Management of Overdose with Opioid Antagonist (OA) — Emergency Care Standard Procedure**

| | | |
|---|--|-------------------------|
| Staff member: | Position: | CPR expir. date: |
| Instructor: | Position: <input type="checkbox"/> School Nurse <input type="checkbox"/> Other: _____ | |
| Date training began: _____ Note: Training must be conducted annually. | Date training complete: _____ | |
| School: | District | School Year: |

| | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|
| PROCEDURE—ESSENTIAL STEPS <ul style="list-style-type: none"> • ATTACH COPY OF PROCEDURE • ENTER COMMENTS AS NEEDED (PAGE 2) | Verbal/Return Demonstration | | | | | | | | |
| | Enter Evaluation Code: <u>S = Satisfactory</u> <u>NI = Needs Improvement</u> <u>U = Unsatisfactory</u> | | | | | | | | |
| DATE: | | | | | | | | | |
| REVIEWER'S INITIALS: | | | | | | | | | |
| A. States name and purpose of procedure. | | | | | | | | | |
| B. Preparation: <ul style="list-style-type: none"> • Reviews Emergency Standard Procedure. • Explains proper storage of OA and how to check medication expiration date. • States where OA is located. • States at least 4 signs & symptoms of possible overdose. • States when procedure is indicated. • Verbalizes steps in responding to possible overdose | | | | | | | | | |
| C. Demonstrates Procedure: <ul style="list-style-type: none"> • Check if person responsive • If necessary, call EMS/ 9-1-1 and begin CPR • Administer opioid antagonist per manufacturer directions • Resume chest compressions with rescue breathing if needed • Conduct follow-up – administer a second dose in alternate nostril of opioid antagonist if no response after 2- 3 minutes and resume chest compressions with rescue breathing • Provide details of treatment to arriving emergency medical services • State proper disposal of OA administering device • Notifies school personnel/parent/guardian as appropriate | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| D. Documents performance of procedure and observations. <ul style="list-style-type: none"> Completes Emergency Response Report Management of Opioid Overdose in collaboration with school nurse. | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| Reviewer's Printed Name | Initials | Signature | Title | Date |
|-------------------------|----------|-----------|-------|------|
| | | | | |
| | | | | |
| | | | | |

COMMENT SHEET

**Evaluation and Review—Qualified Designated School Staff Performance
Management of Overdose with Opioid Antagonist (OA) — Emergency Care Standard Procedure**

| DATE | TIME | COMMENTS | INITIALS |
|------|------|----------|----------|
| | | | |

EMERGENCY RESPONSE REPORT
MANAGEMENT OF OPIOID OVERDOSE

Demographics:

Name of Victim: _____ DOB: _____ Gender: Male Female
Type of Victim: Student Staff Visitor Other: _____
School District: _____ Name of School: _____

Signs of Overdose Present (Check all that apply) :

Unresponsive to verbal or physical stimulus Slowed heartbeat/pulse Pale, clammy skin
 No or shallow breathing (<8 breaths/minute) Pinpoint pupils Blue lips/fingertips
 Deep snorting or gurgling Other: _____

Naloxone Administration Incident Reporting:

Date of occurrence: _____ Time of occurrence: _____
Location where individual was found:
 Classroom Cafeteria Health Office Playground Bus Other: _____
How was naloxone given: Sprayed in nose (intranasal) Time naloxone given: _____
Naloxone administered by (name): _____
Parent/guardian or next of kin notified of naloxone administration: Time: _____
Was a second dose of naloxone required? Yes No If "YES", Time given: _____

Persons Response to Naloxone:

Responsive/ Angry Combative No response to naloxone
 Responsive, but sedated Responsive and Alert Other: _____

Post-Naloxone Observations (Check all that apply):

None Seizure Vomiting Difficulty breathing Other: _____

Other Actions taken (Check all that apply):

Sternal rub Shook the person Rescue breathing AED
 Yelled Chest compressions Placed victim on their side (recovery position)
 Other: _____

Disposition:

Time EMS was called/notified: _____ Time EMS arrived on site : _____
Transferred to Emergency Room: YES NO UNKNOWN
If "YES", transferred via: Ambulance Other: _____
Parent/Guardian: At school Will come to school Will meet individual at hospital
 Other: _____

Print name of person completing report _____ Position _____

Signature of person completing report _____ Date _____

Incident reviewed by school nurse: (Name) _____ Date _____

** Fax Completed Report to: TCOE, School Health Programs at (559) 651-1995 **

**STANDING MANAGEMENT OF OPIOID OVERDOSE WITH
OPIOID ANTAGONIST – PROCEDURE APPROVAL**

SIGNATURES: *

| | |
|---|--|
|  | 7/24/23 |
| Tulare County Superintendent of Schools Tulare County Office of Education | Date |

| | |
|---|--|
|  | 7/27/23 |
| School Health Program Manager Tulare County Office of Education | Date |

| | | |
|----------------|-----------------|------|
| Superintendent | School District | Date |
|----------------|-----------------|------|

| | |
|--|------|
| Credentialed School Nurse Tulare County Office of Education | Date |
|--|------|

| | | |
|-------|-------|------|
| Other | Title | Date |
|-------|-------|------|

Name of School District (Print): _____

This procedural/protocol was initially made in collaboration with Tulare County Public Health Officer, Karen Haught, MD in September of 2022 and has been reviewed and aligned with the California School Nurses Organization, Guidelines for Specialized Physical Health-Care Services in Educational Settings 3rd Ed. (2022).

**To be reviewed annually and updated as needed.

NARCAN[®] (naloxone HCl) **NASAL SPRAY**

QUICK START GUIDE Opioid Overdose Response Instructions

Use NARCAN Nasal Spray (naloxone hydrochloride) for known or suspected opioid overdose in adults and children.

Important: For use in the nose only.

Do not remove or test the NARCAN Nasal Spray until ready to use.

1 Identify Opioid Overdose and Check for Response

Ask person if he or she is okay and shout name.

Shake shoulders and firmly rub the middle of their chest.

Check for signs of opioid overdose:

- Will not wake up or respond to your voice or touch
- Breathing is very slow, irregular, or has stopped
- Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of NARCAN Nasal Spray.



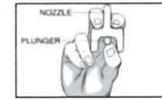
2 Give NARCAN Nasal Spray

Remove NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



3 Call for emergency medical help, Evaluate, and Support

Get emergency medical help right away.

Move the person on their side (recovery position)

after giving NARCAN Nasal Spray.

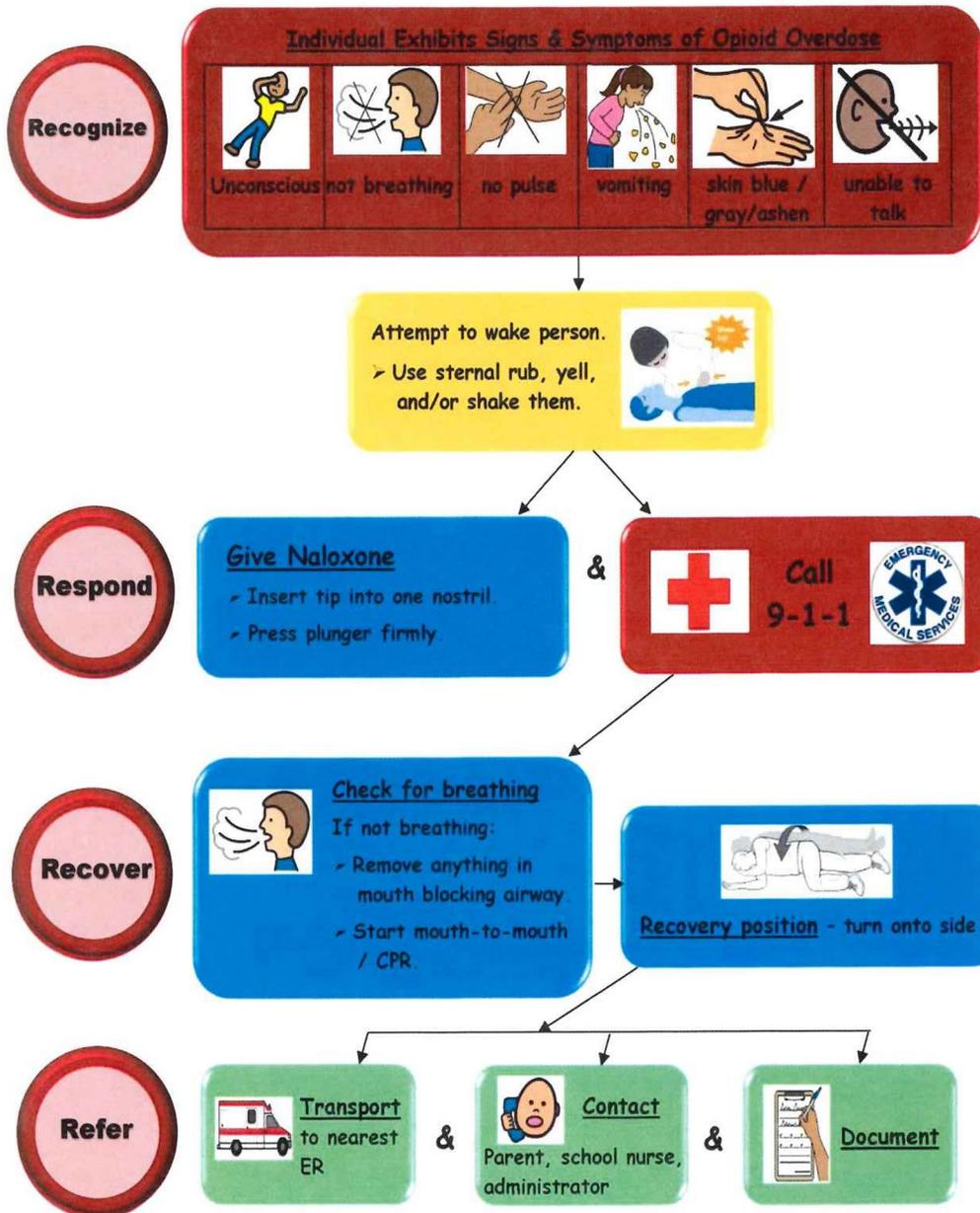
Watch the person closely.

If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.

Repeat Step 2 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.



OPIOID OVERDOSE



Notification of Volunteer Agreement for Training in Administration of Opioid Antagonist

Current law (AB 1748) allows schools to provide emergency opioid antagonist administration to individuals who may be experiencing symptoms of opioid drug overdose. Opioid drug overdose is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (9-1-1) death could occur.

Legislation allows for a credentialed school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug overdose. Per (E.C. § 49414.3(e)(2), all volunteers will receive training from the credentialed School Nurse who is a licensed healthcare professional. Training will include the following areas including written materials: recognizing the signs/symptoms of an opioid overdose; common causes and risk factors; emergency treatment of a suspected opioid overdose; how to administer emergency opioid antagonist as naloxone hydrochloride nasal spray; follow-up emergency care, actions and documentation; and recommendation for CPR.

Any agreement by an employee to administer emergency naloxone hydrochloride or another opioid antagonist medication is strictly voluntary and no benefit shall be granted to or withheld from any individual based on their offer to volunteer. Employees who volunteer may rescind their offer to administer emergency naloxone hydrochloride or another opioid antagonist medication at any time, including after receipt of training.

Employees who volunteer to be trained to administer emergency naloxone hydrochloride or another opioid antagonist medication are protected under the law (CIV § 1714.22) and will be provided a defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to (E.C. § 49414(3)(j)).

This notification is provided annually to all staff. If you are willing to be identified as a volunteer and be trained in the administration of an opioid antagonist, please complete the section below and submit it to your site administrator.

Name: _____ (Print Name)

School: _____ Position: _____

_____ I wish to volunteer to administer an emergency opioid antagonist emergency medication to students who are suffering or reasonably believed to be suffering from an opioid overdose.

_____ I understand that I will be trained by a credentialed School Nurse who is a licensed healthcare professional.

Signature: _____ Date: _____

Notice of Defense and Indemnification of Public Employees

(LEA to provide in writing and place in file of volunteers trained in the administration of naloxone or other opioid antagonist for the treatment of opioid overdose ([E.C. § 49414\(3\)\(j\)](#)).

Employees who are trained to administer an opioid antagonist for the treatment of suspected opioid drug overdose under the provisions of E.C. § 49414.3(i)(j), shall be provided defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code.

Indemnification of Public Employees:

If an employee or former employee of an LEA requests the LEA to defend him or her against any claim or action against him or her for an injury arising out of an act or omission occurring within the scope of his or her employment as an employee of the LEA and the request is made in writing not less than 10 days before the day of trial, and the employee or former employee reasonably cooperates in good faith in the defense of the claim or action, the LEA shall pay any judgment based thereon or any compromise or settlement of the claim or action to which the LEA has agreed.

If the LEA conducts the defense of an employee or former employee against any claim or action with his or her reasonable good-faith cooperation, the LEA shall pay any judgment based thereon or any compromise or settlement of the claim or action to which the public entity has agreed. However, where the LEA conducted the defense pursuant to an agreement with the employee or former employee reserving the rights of the LEA not to pay the judgment, compromise, or settlement until it is established that the injury arose out of an act or omission occurring within the scope of his or her employment as an employee of the LEA, the LEA is required to pay the judgment, compromise, or settlement only if it is established that the injury arose out of an act or omission occurring in the scope of his or her employment as an employee of the LEA. ([1 G.O.V. § 825\(a\)](#)).

An LEA is authorized to pay that part of a judgment that is for punitive or exemplary damages if the governing body of that LEA, acting in its sole discretion except in cases involving an entity of the State government, finds all of the following:

- (1) The judgment is based on an act or omission of an employee or former employee acting within the course and scope of his or her employment as an employee of the LEA.

Indemnification of Public Employees (cont.)

- (2) At the time of the act giving rise to the liability, the employee or former employee acted, or failed to act, in good faith, without actual malice and in the best interests of the LEA.
- (3) Payment of the claim or judgment would be in the best interest of the LEA.

(1 G.O.V. § 825 (b))

If an employee or former employee of an LEA pays any claim or judgement against him, or any portion thereof, that the LEA is required to pay under Section 825, he is entitled to recover the amount of such payment from the LEA.

If the LEA did not conduct the defense against the action or claim, or if the LEA conducted such defense pursuant to an agreement with the employee reserving the rights of the LEA against him, an employee or former employee of an LEA may recover from the LEA under subdivision (a) only if he establishes that the act or omission upon which the claim or judgment is based occurred within the scope of his employment as an employee or the LEA and the LEA fails to establish that he acted or failed to act because of actual fraud, corruption or actual malice or that he willfully failed or refused to conduct the defense of the claim or action in good faith or to reasonable cooperate in good faith in the defense conducted by the LEA. (1 G.O.V. § 825.2)

If an LEA pays any claim or judgment, or any portion thereof, either against itself or against an employee or former employee of the LEA, for an injury arising out of an act or omission of the employee or former employee of the LEA, the LEA may recover from the employee or former employee the amount of that payment if he or she acted or failed to act because of actual fraud, corruption, or actual malice, or willfully failed or refused to conduct the defense or the claim or action in good faith. An LEA may not recover any payments made upon a judgment or claim against an employee or former employee if the LEA conducted his or her defense against the action or claim. (1 G.O.V. § 825.6(a)(1))

If an LEA pays any claim or judgment or any portion thereof, against an employee or former employee of the LEA for an injury arising out of his or her act or omission, and if the LEA conducted his or her defense against the claim or action pursuant to an agreement with him or her reserving the rights of the LEA against him or her, the LEA may recover the amount of the payment from him or her unless he or she establishes that the act or omission upon which the claim or judgment is based occurred within the scope of his or her employment as an employee of the LEA and the LEA fails to establish that he or she acted or failed to act because of actual fraud, corruption, or actual malice or that he or she willfully failed or refused to reasonable cooperate in good faith in the defense conducted by the LEA. (1 G.O.V. § 825.6(a)(3)).

Employee Name (Print): _____ Employee Signature: _____
Date of Receipt _____
School: _____ Position: _____
Administrator/Designee _____

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Principal Jose Bedolla

SUBJECT:

2023-24 Comprehensive School Safety Plan for La Sierra Military Academy

DESCRIPTION/SUMMARY:

California Education Code Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

FINANCING:

None requested at this time.

RECOMMENDATION:

Adoption of the plan is requested.



**SAFE
SCHOOLS
PROJECT**
It's as responsible as it is



La Sierra Military Academy

Jose Bedolla, ADMINISTRATOR

2023-2024

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

Foreword

This document culminates the collaborative efforts between local emergency response agencies and the Tulare County Office of Education's Safe Schools Project. Its purpose is to provide a basic and standardized Crisis Response Plan framework for use by schools in Tulare County. Developing local school Crisis Response Plans using this framework will help ensure consistency in the way school emergencies are handled countywide, and will enhance the ability of professional emergency responders to quickly and effectively blend their response activities with those of the individual school campus when crisis strikes. This plan also includes policies for maintaining a safe school environment. It continues to evolve and adapt to meet the needs of the school community it serves.

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I - INTRODUCTION

A. AUTHORITY

State law requires that schools prepare to respond to earthquakes, fires, and other emergencies. This Crisis Response Plan meets the intent of:

- California Education Code§ 32280 through§ 32289
- California Education Code§ 35295 through§ 35297
- California Government Code§ 8607
- California Government Code§ 3100
- California Code of Regulations§ 2400 through§ 2450
- California Administrative Code, Title V§ 560
- Other Federal, State and Local mandates

The text of these mandates can be found on the following web link:

<http://www.cde.ca.gov/re/lr/cl/>

B. OVERVIEW

Recent shootings and other incidents at schools have heightened public and media scrutiny of how well schools have prepared to respond to emergencies and protect students. More than ever, it is incumbent upon school officials to have a realistic and comprehensive Crisis Response Plan and train staff to use it. It is also imperative that the plan be tested regularly, improved as needed, and updated not less than annually.

This Crisis Response Plan is a critical subcomponent of the SAFE SCHOOL PLAN and addresses four major facets; **Emergency Preparedness, Emergency Management, Emergency Response, and the Preventative Healthy and Safe Schools Initiative**. Its primary purpose is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning and the prompt and appropriate response of trained school personnel when a school crisis occurs.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. As such, administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

School officials must also recognize that in a community-wide crisis, such as a major earthquake or flood, local fire and law enforcement personnel may be overwhelmed and unable to immediately respond to the school's request for assistance. This plan will

help prepare the school to be self-sufficient for a time and provide extended care and shelter to students and staff, and to members of the immediate community if needed.

As required by the Education Code, this plan establishes an Emergency Management organization using the Incident Command System (ICS). ICS is an element of the National Incident Management System (NIMS), and California's Standardized Emergency Management System (SEMS) and provides a uniform set of processes, protocols, and procedures for all emergency responders. Use of the Incident Command System helps ensure that emergency responders at every level of government, including schools, understand their roles and can work effectively and efficiently with each other during emergencies. The Safety Sub Committee meets monthly for updates and changes.

Though the Incident Command System (ICS) must be used to manage all major school emergencies, it is also a very effective "non-emergency" event planning and management tool. As such, District and school-level administrators are encouraged to promote staff familiarity with the system by using ICS to plan and manage non-emergency school events, such as back-to-school night or graduation.

The Preventative Healthy and Safe Schools Initiative ensures preventative measures to ensure compliance with existing laws related to school safety and discipline. These include: child abuse/mandated reporting procedures, discipline policies, policies for discrimination, harassment, intimidation, bullying, gang prevention, identification of security needs, development of prevention and intervention techniques and strategies, training, and ongoing communication and support for parents, staff and students. Through consistent planning, training, and practice, the parents, students and staff at our school will be prepared to respond appropriately to any emergency. This plan will assist us in providing a safe school environment conducive to learning.

C. PLAN ORGANIZATION

Effective management of school emergencies requires adequate *EMERGENCY PREPAREDNESS* and appropriate *EMERGENCYRESPONSE*. This plan addresses these elements in five topical sections, plus Appendices:

- *Section I* provides an overview and introductory information.
- *Section II* deals with emergency preparedness. It describes a variety of tasks that must be accomplished in advance to ensure school staff and students are well prepared to handle campus emergencies.

- **Section III** describes the school emergency Incident Command System organization, and defines the roles and responsibilities of the Incident Command Team staff and school emergency response team members.
- **Section IV** describes the immediate "Initial Response Actions" that are normally taken at the onset of an emergency. It also describes the basic steps individuals should take when they face an "Active Shooter".
- **Section V** provides an overview of extended response operations, including procedures that may be necessary following, or in addition to, the Initial Response Actions found in Section 4.
- **Appendices** - Includes Supplemental/support documents as indicated throughout other sections of this Crisis Response Plan.

D. PLAN IMPLEMENTATION

In an emergency, appropriate elements of this Crisis Response Plan will be initiated by the District Superintendent or School principal (or designees) and carried out collectively by District and/or school administrators and staff. As required by Government Code § 3100, during an emergency Administrators and/or staff shall remain on duty as necessary and perform tasks as assigned until released.

II - EMERGENCY PREPAREDNESS

A. OVERVIEW

Preparing for school emergencies is not simply a matter of practicing "fire drills" and "lock down" procedures. To be ready to handle emergencies, schools must develop a culture of preparedness, and proactively plan and train for crisis response.

The *EMERGENCY PREPAREDNESS* section of the Crisis Response Plan outlines minimum ongoing preparatory tasks that must be accomplished to ensure school administrators, staff, students and parents are prepared for school emergencies. As this Crisis Response Plan is improved and updated, District/school officials will develop and add other required elements to this Emergency Preparedness section as necessary.

The EMERGENCY PREPAREDNESS activities addressed in this plan include:

- SCHOOL CAMPUS HAZARD ASSESSMENTS
- SCHOOL VICINITY THREAT ASSESSMENTS
- SCHOOL DATA including Suspension/Expulsion, discipline, attendance, healthy kids surveys, cumulative reviews

- STAFF TRAINING
- CAMPUS EMERGENCY PROCEDURE DRILLS
- SPECIAL PREPAREDNESS EXERCISES & TRAINING
- STAFF PERSONAL PREPAREDNESS
- COMMUNICATION WITH PARENTS
- SCHOOL SITE CRISIS RESPONSE BOX
- USE OF SCHOOL AS EVACUATION CENTER OR SHELTER
- SCHOOL SITE EMERGENCY SUPPLIES
- SCHOOL "BUDDY TEACHER" SYSTEM

B. SCHOOL CAMPUS HAZARD ASSESSMENTS

Each year the Tulare County Office of Education, as required by the Williams/Valenzuela Act, conducts an assessment/inspection at each school. However, normal wear and tear, vandalism, weather and other factors can create an unsafe condition at any time. If an unsafe condition develops shortly after the annual TCOE inspection, the condition could potentially go undetected for many months.

For this reason, local school officials must conduct safety inspections at least once every 90 days in the interim between the annual Williams/Valenzuela team visits. One inspection, whether annual or interim, must occur during the 30 days prior to the start of each school year.

Interim inspections may be completed using any suitable guide. The standard State of California "*Facilities Inspection Tool {FIT}*" or the more comprehensive "*National Clearinghouse for Educational Facilities {NCEF} Assessment Guides*"¹¹ are two examples.

To download the Facilities Inspection Tool (FIT) use the following link:
http://www.documents.dgs.ca.gov/opsc/Forms/Worksheets/FIT_wrksht_rev.xis

For National Clearing House Educational Facilities (NCEF):
http://www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2

Following each interim inspection, the school principal, or designee, will prepare a written "*Safety Hazard Corrective Action Log*". This simple document:

1. *Briefly describes each significant safety deficiency found*
2. *Establishes how, when and by whom the deficiency was, or will be, corrected*
3. *Describes any interim protective measures put in place, if the deficiency is not yet corrected*

Additionally, twice each year, during the first week of school, and again during the first week following winter break, each classroom teacher will complete a "*Five Minute Classroom Safety Hazard Checklist*"¹¹ and submit it to the principal:

1. The principal will ensure appropriate immediate action is taken to correct minor classroom deficiencies.
2. The Principal will add major deficiencies to the Safety Hazard Corrective Action Plan, ensure interim protective measures are taken as needed and take appropriate follow up action to correct deficiency.
- 3.

Samples of the ***Safety Hazard Corrective Action Log*** and ***Five Minute Classroom Safety Hazard Checklist*** are located in **Appendix A- Forms/Guides**.

C. SCHOOL VICINITY THREAT ASSESSMENT

Railroads, highways, airports, chemical and fuel storage plants and industrial parks are among the many facilities whose activities could pose a threat to nearby schools. The school Crisis Response Plan must include procedures to follow in the event a major fire, explosion, leak or other calamity occurs near the school. In most cases, when an event occurs at a nearby facility, the best protective measure will be to "Shelter-In-Place" as explained in the Emergency Procedures section of this plan. Certain situations, however, may require a total evacuation of the school site, or some other action.

Knowing the potential threats that exist near the school and developing an appropriate plan of action, in advance, can be critical to the safety of staff and students.

Each year, prior to the start of school, the principal and/or designee will:

1. *Conduct a general hazard analysis of the area within one mile of the school.*
 - a. *Identify new facilities nearby that pose threats to the school.*
 - b. *Determine if previously identified facilities/threats still exist.*
2. *For new facilities, develop a facility/threat specific emergency procedure for inclusion in the "Extended Response Procedures" Appendix of this Crisis Response Plan.*
 - a. *Identify specific threat(s)*
 - b. *Prep/an Action(s) based on threat(s)*
 - c. *If possible, list contact information for facility representatives*
3. *As necessary, update existing emergency procedures and contact information for previously identified facilities/threats.*

A sample **Special Threat/Hazards** form is located in **Appendix A, Forms/Guides**.

D. STAFF TRAINING

By law, school staff must receive the training necessary to implement the school's emergency procedures. All school staff will be oriented to this plan by the principal and/or designee at the beginning of each school year. This will include after-school staff and others (such as school sports instructors) who are regularly on campus with students outside of normal school hours. It is imperative that after-school staff and others get clear guidance on how to implement emergency procedures, and know what Emergency Management/Incident Command roles they must fill in the absence of regular school staff. It is equally important that new staff hired during course of the school year, be given a thorough orientation to the plan as soon as possible after hire.

Though it not be practical to fully orient short term or occasional employees such as substitute teachers, the school Principal shall ensure that EVERY temporary employee receives a "need to know" handout and briefing on the school's basic emergency procedures before the employee commences work. At minimum, the briefing, training and/or handout **will** cover these topics:

1. *Evacuation routes and Assembly area locations*
2. *Buddy Teacher System procedures*
3. *Student Accountability procedures*
4. *Initial Actions Procedures (Duck and Cover, Shelter In Place, Lock Down, Evacuate)*
5. *How to secure doors (for Lock Down)*
6. *How to shut off heating/cooling/air moving systems (for Shelter In Place)*
7. *Emergency Communications procedures - phone/radio use*
8. *Alarm Signals /Emergency Codes*
9. *Location of classroom emergency items:*
 - a. *Crisis Response Guides*
 - b. *Emergency kits/supplies*
 - c. *Fire extinguishers*
 - d. *Fire/emergency alarm pull stations or buttons*
10. *Other emergency procedures as deemed appropriate by the Principal*

It is the responsibility of the school district to provide in-service emergency response education for all school personnel, including after-school, sports staff and others. The District Superintendent, or designee, shall develop a crisis response training plan based on the established Emergency Management organization, and ensure staff is trained for positions they will fill in an emergency. For example, persons who would fill District-level Emergency Management roles or school-level Incident Command roles must receive appropriate ICS training. On the other hand, staff members who will be assigned to first-aid teams should be trained in first-aid, CPR and mass casualty triage. It is equally important that staff have the opportunity to practice their roles during routine Campus Emergency Procedure Drills and Special Preparedness Exercises.

E. CAMPUS EMERGENCY PROCEDURE DRILLS

Campus Emergency Procedure Drills are defined as routine and repetitive mandatory practice of basic campus emergency procedures such as building evacuations (fire drills), lock-downs, etc. It is the responsibility of the district to ensure basic campus emergency drills are conducted in accordance with State law:

1. *Fire drills will be conducted on a monthly basis for elementary schools, and four times annually for secondary schools. {EC§ 32001}*
2. *An earthquake "Drop and Cover" drill will be held each quarter for elementary schools and once each semester for secondary schools. {EC§ 35297}*
3. *The Principal shall maintain a record of all drills conducted on campus.*

F. SPECIAL PREPAREDNESS EXERCISES

"Exercises" are defined as pre-planned special events that may involve staff, students, parents and/or professional emergency responders. Exercises are used to provide training but, as importantly, serve as preparedness and plan assessment tools.

Exercises may be "hands-on" events in which a mock response is conducted to a simulated emergency on campus. Exercises may also be conducted in a "table-top" format where staff and emergency response representatives are given hypothetical problems to solve in a group discussion setting.

To ensure success, "hands-on" and "table-top" exercises both require careful advance planning. In general, it is best to work with experts from fire, law enforcement, ambulance or other emergency response agencies to develop and conduct exercises. It is also important to use knowledgeable evaluators to observe and make note of what goes right or wrong, detect training needs, and provide expert recommendations for improving plans and procedures. There is limited value in conducting exercises if there is no formal effort to identify, and then correct, deficiencies.

G. STAFF PERSONAL PREPAREDNESS

School personnel may be required to remain at work for extended periods of time (hours or days) during a school crisis. In a community-wide disaster, they may also be unable to travel home. It is therefore important for school staff to do emergency preparedness planning for their HOME, VEHICLE and WORK. A **Basic Personal Planning Guide** may be found in **Appendix A- Forms/Guides**, and additional information is available at websites such as **www.ready.gov** or **www.72hours.org**.

H. COMMUNICATION WITH PARENTS

History has shown that one of the most difficult issues faced by schools is how to reassure parents and gain their cooperation in an emergency. While some parents will always want to rush to the school when something bad happens, schools can vastly improve the situation through good communication before, and when, crisis strikes.

Parents must be considered partners in the Crisis Response Plan. School officials must involve parents in the plan development and annual review processes, and regularly, and repetitively, provide parents with information regarding the school's emergency procedures. This will be accomplished by sending home printed information, presenting information during school events attended by parents, and sharing information via mass communication systems.

At minimum, at the beginning of each school year, the principal shall send home with each student printed materials that detail:

- Family Reunification (student release) procedures
- Location of alternate student pick-up sites, should the school be evacuated
- How the school will normally advise parents of emergencies
- How the school will advise parents if normal communication systems are down
- Where parents should stage pending access to the school in emergencies

When presenting Crisis Response Plan information to groups or individual parents, school officials will stress the importance of parents staying away from the school during an emergency to avoid congesting roadways, interfering with emergency operations, and perhaps further endangering students, or themselves. At the same time, school officials must reassure parents that they will be kept well informed, and allowed on the school site as soon as the situation allows.

Modern communication tools are essential to keeping parents informed and, used properly, will help gain their cooperation and support of the school emergency management program. School officials should demonstrate the speed with which information can be shared by routinely sending blanket telephone, text or email messages to parents. School officials should also use these messages as opportunities to reinforce/remind parents of emergency procedures.

The school's designated Public Information Officer will play a key role in communicating with parents before, and during, a school emergency.

I. SCHOOL SITE CRISIS RESPONSE BOX

The school principal (or designee) shall maintain a school CRISIS RESPONSE BOX as outlined below. This box shall be kept in a place immediately accessible to emergency response personnel. A Crisis Response Box development guide is available at:

<http://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf>

At minimum the CRISIS RESPONSE BOX shall contain:

- Aerial Photo of Campus (Google Earth)
- Maps:
 - Campus Layout
 - Blueprint of School Buildings
- Building Keys
- Fire Alarm Turn-off Procedures
- Fire Sprinkler System Turn-off Procedures
- Location of Utility Shut-offs
 - Gas
 - Power
 - Water - Buildings and grounds
 - Cable TV
 - Heating, Ventilation, Air Conditioning
- Location of First Aid and Rescue Supplies/Equipment
- Location of Designated Command Posts
- Emergency Management (ICS and Teams):
 - Organizational Chart
 - Key Staff List/ICS Assignments
- Staff Roster
- Daily Student Attendance Roster
- Student and Staff Photos
- Student Family Emergency Notification Information
- Student Release Forms
- Student Release Tracking Forms
- List of Students with Special Needs
- School Emergency Resource List
- Designated Off-campus Evacuation Sites
- Other, as requested by emergency responders in advance

J. USE OF SCHOOL AS EVACUATION CENTER OR SHELTER

Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster. As such, the school Principal will work with the Tulare County Office of Emergency Services and the Tulare County Chapter of the American Red Cross to develop such plans, procedures and agreements as necessary to ensure the school is prepared to meet this obligation. Review and renewal of said plans and agreements should be done annually in concert with the annual update of the Safe School Plan.

K. SCHOOL SITE EMERGENCY SUPPLIES

Each classroom, cafeteria, office or other indoor area where students and/or staff would logically be sequestered during a "Shelter-In-Place" or "Lockdown" event shall be equipped with an "Emergency Kit". This kit will be in addition to a basic first-aid kit and fire extinguisher. The type and size of the Emergency Kit may vary by location, based on the anticipated number of people who would need to be served by the kit for a period of six hours. At minimum, each kit should include:

- *Drinking water*
- *Emergency lighting devices (Flashlights/Glow sticks)*
- *Hand wash/hand sanitation materials/disposable towels (cloth or paper)*
- *Portable restroom materials -5 gallon bucket/plastic bags/privacy curtain/tissue*
- *Other items as deemed necessary and approved by the Principal*

Kits may be stored in multiple containers to keep them portable and easy to carry when staff or students must be relocated to other areas.

L. SCHOOL "BUDDY TEACHER" SYSTEM

During a school crisis teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Incident Command System positions, or complete other needed tasks. To prepare for these situations, the principal should follow the recommendations below to establish a "Buddy Teacher" system, and train staff to use it when necessary:

1. *Establish and maintain a current "Buddy Teacher List":*
 - a. *Ensure all teachers know who their assigned buddy will be.*
 - b. *When possible, assign teachers in adjacent or nearby rooms as buddies.*
2. *Ensure that each classroom contains a "Go Kit" that contains the teacher's class roster and the buddy teacher's class roster.*
3. *During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.*

Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.

4. *During an evacuation, it is best to have buddy teachers work together. When practical, one teacher should lead both classrooms out, while the other Buddy brings up the rear, checking briefly to make sure that both classrooms are empty and doors are closed.*
5. *Immediately after taking roll of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander) as outlined in the Crisis Response Plan "Student Accountability Procedure".*
6. *In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher can then be available for other assignments.*
7. *When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.*
8. *Ensure that each substitute teacher is familiar with Buddy System emergency procedures and who their "Buddy Teacher" will be.*

III - EMERGENCY MANAGEMENT ORGANIZATION

A. INTRODUCTION TO THE INCIDENT COMMAND SYSTEM

This section of the Crisis Response Plan details the Incident Command System (ICS) that the Education Code (and other regulations) now requires schools to use for managing emergencies. It includes an organizational chart, as well as detailed descriptions of the duties and responsibilities of each school ICS position.

Why must schools use the Incident Command System?

All schools have an organizational system in place that includes a person in charge (the Principal), administrative staff, faculty, maintenance personnel and perhaps others. And although this organization that works well for day-to-day activities, it may not work well in an emergency, especially when school personnel must interface with emergency responders and response agencies. For this reason, in an emergency schools must organize their resources (people) using the nationally accepted standard known as the Incident Command System or "ICS".

Adopting and using ICS will help school staff work with emergency responders to provide a coordinated response. ICS is the common link between the school and all others who are involved with the emergency.

ICS Principles

ICS is based on several basic principles that have proven successful in managing emergency situations:

Principle - Use a standardized organizational structure

A fundamental principle of the Incident Command System is that all emergencies require certain common tasks or functions to be performed. ICS addresses this through the use of an organization that sorts all incident activities into five basic functions:

- Command
- Operations
- Planning
- Logistics
- Finance/Admin

The school's ICS organization must be established during the development of the school's Crisis Response Plan and, as much as possible, school personnel should be pre- assigned to fill roles within the organization.

Principle: One Person Is in Charge

Every incident needs one person in charge. That person is called the Incident Commander. That person will direct the overall response to the emergency, and assign others to emergency functions as necessary. In a school emergency the school Principal (or another pre-designated person when the Principal is not available) will normally be the Incident Commander.

Principle: Maintain Proper Span of Control

Span of Control refers to the number of people one person can effectively supervise. Experience has shown that an effective span of control in an emergency is five to seven people. Supervising fewer than three people generally leads to inefficient operations. More than seven is considered too many and may result in work overload and failure to manage effectively. Supervising about five people is felt to be the most efficient.

Principle: "Unity of Command" - Work For One Person Only

"Unity of Command" refers to the principle that no person should report to, or take direction from, more than one other individual. A clear chain of command eliminates confusion during the stress of an emergency. As additional staff is assigned, or as supervisors change, it is imperative that each person knows who they are working for (and supervisors know who is working for them).

Principle: Use "Common Terminology"

"Common Terminology" means that schools and emergency response personnel will use pre-established titles or terms to refer to the same things in an emergency:

- Standardized titles will be used for all personnel assigned to positions in the ICS organization.
- Standardized terms will be used to name ICS facilities such as the "Command Post" or a "Staging Area".
- Emergency response personnel will avoid using "radio codes" and other terms not familiar to schools.
- Schools will avoid using "school emergency codes" (code red, code green, etc.) not known to responders.

Principle: "Unified Command"

Unified Command simply means that representatives from the jurisdictions or agencies that have primary responsibility for managing the emergency come must together as one to establish the incident objectives and otherwise manage the response.

The joint decisions they make are then passed down through the organization to ensure all personnel are working toward the common goal.

Unified Command will almost always be established on school incidents that require a significant response from outside agencies such as fire and law enforcement, and the school Incident Commander (Principal) will work hand in hand with senior officials from the response agencies as a member of the Unified Command team.

B. SCHOOL INCIDENT COMMAND SYSTEM ORGANIZATION

The school Incident Command System (ICS) organization is an emergency management structure that should be developed in advance by the school Principal, or designee to direct and control the response to a crisis on campus. The ICS organizational chart also serves as a checklist of sorts that can help school staff identify the major tasks that may need to be addressed in an emergency.

The chart below outlines a school ICS organization for a MAJOR campus emergency. Though it would be very rare to have an incident requiring an organization this extensive, school staff must still plan for such events.

The ICS organization expands and contracts. The size and complexity of the organization needed is directly related to the size and complexity of the incident:

- For a playground accident that injures one student, there would probably be no need to assign section chiefs for Logistics, Planning, or Finance/Administration. The Principal would act as the Incident Commander as well as the Operations Chief, and would coordinate with Emergency Medical Services personnel to treat the student's injuries.
- For a serious fire on campus, the Principal would serve as the school Incident Commander and would form a "Unified Command" with the Fire (and perhaps Law Enforcement) Incident Commander. Working together, they would then assign staff to fill other positions as necessary in the ICS organization.

It is important to note that even when a Unified Command is established with local emergency responders (fire, police, etc.), the school Incident Commander (Principal) retains responsibility for ensuring that Educational Code and other requirements related to student safety and security are considered and met by the Unified Command team as they manage the emergency.

Regardless of the size or type of emergency, the Incident Commander position is always the first to be filled. From that point forward it is the responsibility of the Incident Commander to fill positions as needed, based on the demands of the incident.

- In most cases, the next position filled will be that of the Operations Chief and/or appropriate subordinate Operations section "Group" positions.
- "Groups" are assigned to accomplish specific tactical operations during an emergency, and the type of emergency will dictate which tactical groups are needed.
- Filling the Public Information Officer and Safety Officer positions will also be a high priority in most emergencies.

DEVELOPING THE SCHOOL ICS ORGANIZATION

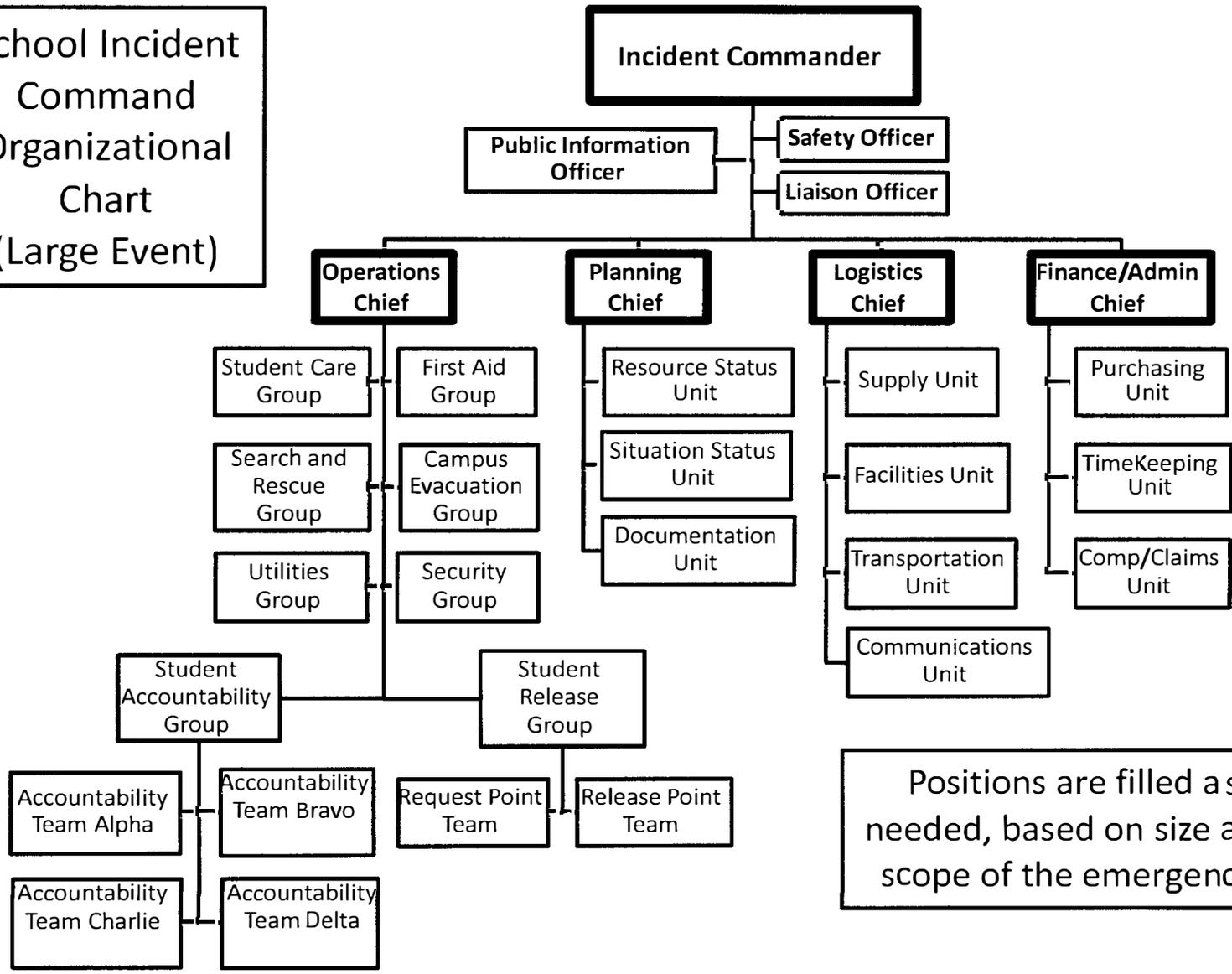
To be properly prepared for school emergencies the school Principal must determine, in advance, who should fill critical positions in the organization and designate at least one other individual as an alternate. Although staff may not have experience in performing the assigned duties, knowing their potential assignments, in advance, will allow staff to prepare for the assignments through training, campus drills and special exercises.

There is no magic formula for determining who should fill specific positions within the ICS organization. But to assist the process, each school employee should complete a **StaffSkills Survey** form, available in **Appendix A- Forms/Guides**.

The information collected on this form will assist the school Principal in assigning staff to positions based on the skills, experience, or physical capabilities each individual possesses.

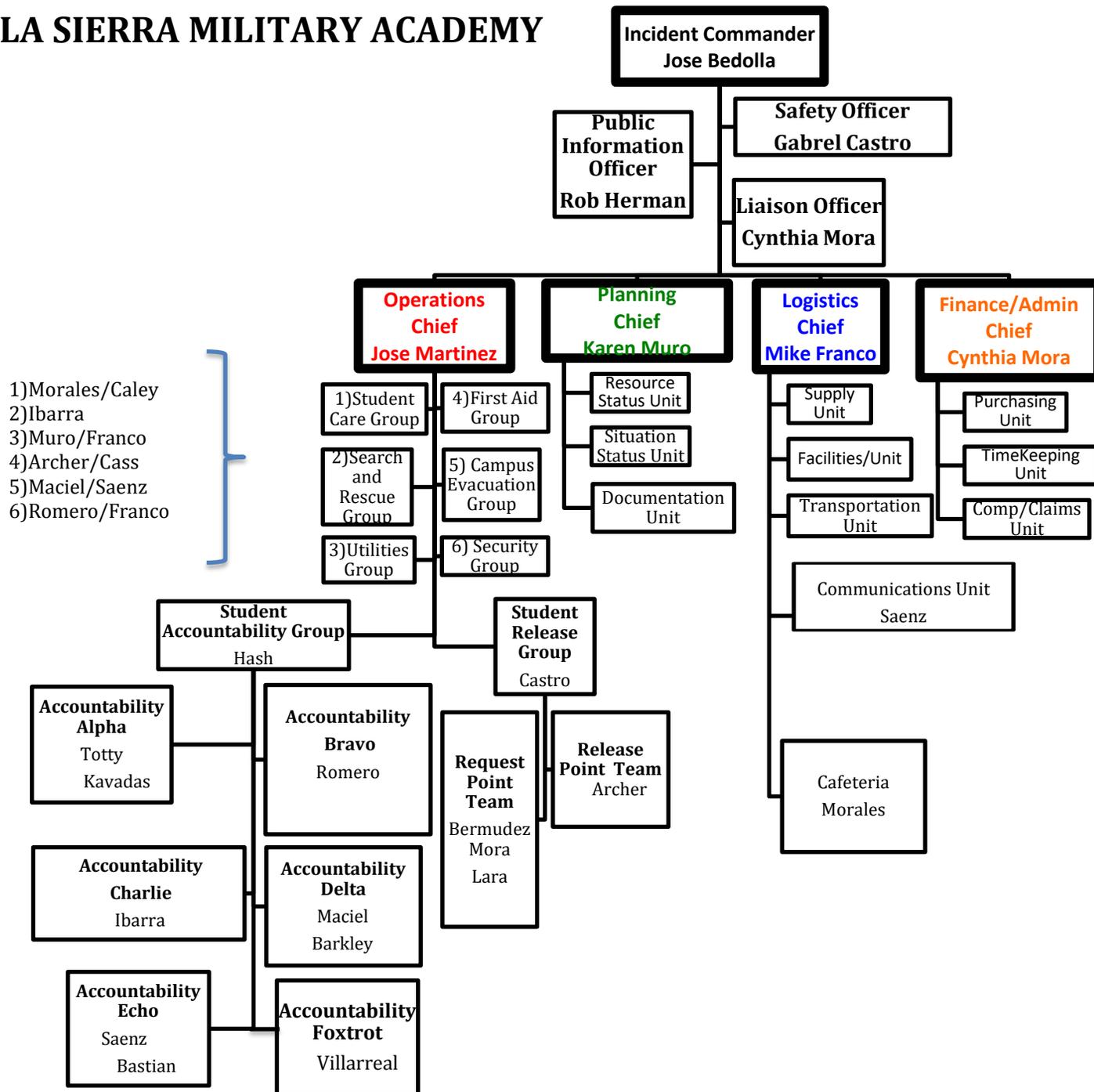
The **Campus Emergency Assignment Worksheet**, also found in **Appendix A- Forms/Guides**, should be used to record staff ICS assignments. The school Principal should complete this form at the beginning of each school year, and update it throughout the year as necessary. During an emergency, a blank copy of this form will also prove very valuable to the Incident Commander and others in tracking individuals actually assigned to positions as the ICS organization expands and then contracts.

School Incident
Command
Organizational
Chart
(Large Event)



Positions are filled as needed, based on size and scope of the emergency.

LA SIERRA MILITARY ACADEMY



C. ICS POSITION DESCRIPTIONS

Below are general descriptions of the various ICS functional positions. Additionally, detailed position-specific "checklists" for each key ICS position may be found in **Appendix B – ICS Position Checklists.**

The checklists are a valuable tool designed to help staff ensure they complete all tasks required of their assigned position. The checklists also serve to clarify position roles and responsibilities and eliminate confusion and duplication of effort.

Staff must practice using the checklists during training, drills and exercises. Persons who will be assigned ICS positions in an emergency must understand their roles and responsibilities in advance, and have the opportunity to practice using the checklists and filling their roles during training, drills and exercises.

INCIDENT COMMANDER

The Principal (or designee) shall serve as the Incident Commander and is responsible for all emergency incident activities. This will include the assignment of staff to ICS positions as necessary and the development and implementation of strategic decisions. The Incident Commander is responsible for carrying out the duties of all ICS positions that he/she elects not to fill with other staff. To be most effective, staff should be pre-assigned and trained in advance to fill their anticipated emergency roles!

The Principal will represent the school when a "Unified Command" organization is formed with fire, law enforcement or other professional emergency responders.

"COMMAND STAFF" POSITIONS

Depending on the size and scope of the emergency, the Incident Commander may need to assign staff to one or more of three key "Command Staff" positions. These include **Public Information Officer, Safety Officer** and **Liaison Officer.**

Public Information Officer- (PIO):

This person reports directly to the Incident Commander. The PIO is responsible for determining what information is suitable for release to the press. It is quite possible that the Incident Commander or someone from the District office could fill this role. This person will likely join the fire and law enforcement PIOs in a joint news release. A specific location will likely be determined as a gathering point for the media. This site should be away from the activities of the incident and at the same time be appropriate for any necessary photo opportunities.

Safety Officer:

The Safety Officer reports directly to the Incident Commander. The Safety Officer will provide advice on the safety of the emergency operations. The Safety Officer may be required to direct the shut-down of school utilities and should have knowledge as to their location and operation. The Safety Officer needs to have a thorough knowledge of the facility, and be calm under pressure.

liaison Officer:

This person reports directly to the Incident Commander. The Liaison Officer is appointed to assist the Incident Commander in coordinating with outside agencies. This position becomes the primary point of contact for assisting agencies and helps reduce the number of people the Incident Commander must speak with directly.

"GENERAL STAFF" POSITIONS

In addition to filling the Command Staff positions the Incident Commander will be responsible for filling one or more of the four key "General Staff" positions - **Operations Chief, Planning Chief, Logistics Chief** and **Finance/Admin Chief**. It is important to understand that the Operations Chief oversees all "Tactical Resources", meaning those who are directly involved in such tasks as first-aid, rescue, or other hands-on activities necessary to control the emergency and protect staff and students. The other three Chiefs fill background support roles aimed at assuring the Operations section has what it needs to do its work.

Operations Chief

The Operations Chief reports to the Incident Commander and is responsible for supervising teachers and other staff as they carry out emergency related activities in Groups, Teams or as individuals during the emergency. The Operations Chief is responsible for relaying pertinent information and progress reports to the Incident Commander and will coordinate the work of school responders with the efforts of emergency responders.

On minor emergencies, the Incident Commander will often also serve as the Operations Chief. However, as the size and scope of an incident expands another school staff person should be assigned to this role. On major emergencies a professional responder, typically an experienced Fire or Police agency supervisor, will assume the Operations Chief position. Assisted by school staff, this person will then coordinate the overall efforts of both school and professional emergency response Groups and Teams.

Planning Chief

The Planning Chief reports to the Incident Commander, and is responsible for three primary support tasks, assigned to related "Units" as necessary:

1. Tracking what is damaged, how many are injured, etc. (Situation Status Unit)
2. Tracking who is assigned, and who is available (Resource Status Unit)
3. Documenting important incident activities and decisions (Documentation Unit)

Having good information about what is happening, what needs to be done, and who is available to do it, is vital to the effective management of a response. On small-scale emergencies, the Incident Commander will often handle the Planning Chief responsibilities. As an incident expands, the Planning Chief position will normally be assigned to another school staff person. On major or complex emergencies, the Planning Chief role will likely be assumed by an emergency response agency professional. School staff might then be assigned to a "Deputy Planning Chief" role, or to a "Unit Leader" or other role within the Planning section.

logistics Chief

The Logistics Chief reports to the Incident Commander and is responsible for these primary support functions:

1. Obtaining and distributing necessary supplies (Supply Unit)
2. Obtaining, setting up and maintaining needed emergency facilities such as tents and portable restrooms (Facility Unit)
3. Providing communication systems such as phones, radios and data connections (Communications Unit)
4. Providing transportation of supplies and staff as needed, and for evacuation of students if necessary (Transportation Unit)

The Logistics section will also be responsible for maintaining power, gas and water and other infrastructure, such as heating and cooling systems in support of the incident.

During an emergency, a "Utilities Group", under the direction of the Operations Chief, will assess infrastructure and systems, and shut down utilities and systems as necessary to protect students and staff and reduce the potential for more damage. It will then become the responsibility of the Logistics Chief (Facilities Unit) to further assess the situation to determine what must be done to get systems repaired and safely restored to service.

The Logistics Chief must work closely with the Operations Chief to ensure the Operations section Groups and Teams have the supplies, communications and transportation resources they need.

During minor emergencies the incident Commander may elect to take on the Logistics Chief responsibilities. However, as the Incident expands, another staff person should be assigned to this function. When a major emergency occurs a professional response agency representative may be appointed Logistics Chief, and school staff assigned to subordinate positions as needed.

Finance/Admin Chief

The Finance/Admin Chief reports directly to the Incident Commander and is responsible for these support functions:

Works closely with the Logistics Chief to ensure needed emergency supplies are properly obtained and paid for. (Purchasing Unit)

Responsible for tracking employee work hours during an emergency (Time Unit)

Handles all employee related Workers Comp claims for injuries suffered by staff during an emergency (Comp/Claims Unit).

On small to moderate campus emergencies, the Incident Commander will likely leave the Finance/Admin Chief position unfilled. Except in the case of a long-term emergency, the Purchasing, Timekeeping and Workers Comp claims processes will often not be addressed until after the emergency is over, and will be the responsibility of the Principal or a designee. It is important to compile accurate records of employee time, particularly overtime, and an accounting of money expended for emergency goods, services or other related costs. This information will prove invaluable should there be an opportunity to seek reimbursement for those costs from State or Federal agencies, insurers, or perhaps from parties responsible for causing a man-made emergency.

As always, major emergencies may result in a professional responder being assigned to the Finance/Admin Chief role, with support coming from school staff.

D. OPERATIONS SECTION GROUPS AND TEAMS

"Groups" are responsible for conducting emergency related activities under the direction of the Operations Chief. Each Group will have one member designated as the "Group Supervisor" who will report directly to the Operations Chief, or the Incident Commander, if the Operations Chief position is left unfilled.

Groups are named relative to their assigned task and will consist of one or more individuals conducting activities related to that task. As Groups expand, they may be divided into "Teams", and each Team will have an assigned "Team Leader". The Team Leader will normally report directly to the Group Supervisor.

Dividing Groups into Teams helps maintain proper span of control for the Group Supervisor. It also allows tasks to be divided, with individual Teams to taking on specific jobs related to the overall Group mission. To meet operational needs, the Incident Commander or Operations Chief may form specialty Groups or Teams, beyond those already listed on the *SCHOOL INCIDENT COMMAND ORGANIZATIONAL CHART* and described below.

As part of the Crisis Response planning process, the school Principal will pre-designate staff to fill key GROUP leadership positions in an emergency. To help ensure a successful outcome in response to school emergencies, persons selected for these important roles should strive to fulfill these common GROUP leadership goals:

- *Recognize the importance of your assignment*
- *Prepare yourself and GROUP members for potential response*
- *Recommend the purchase of necessary supplies and equipment*
- *Maintain a Group roster, and request the Principal fill vacancies that occur*
- *Assist in recommending/arranging training of new members and alternates*
- *Ensure necessary supplies and equipment are maintained*
- *Conduct annual meetings with Group members to validate or update procedures*
- *Attend annual meetings with other Group leaders and the Principal*
- *Set where and under what conditions the Group will meet in emergencies*
- *Coordinate all Group activities during actual emergencies*

The pre-defined school Crisis Response Groups include:

Student Accountability Group

The Student Accountability Group is responsible for obtaining and reporting student accountability information from the Accountability Teams. For the purposes of getting timely and accurate Accountability information, school classrooms and offices will be divided into predetermined Teams. One teacher/staff member in each team of classrooms or offices should be pre-designated as the Team Leader.

Teams should not exceed five classrooms and may be less if there is substantial distance between rooms. To allow for a rapid accountability check, all classrooms/offices in a team must be assigned to the same assembly area during an evacuation (fire drill). Once the team accountability check is complete, the information is passed to the Student Accountability Group Supervisor by the Team Leader.

The Student Accountability Team Leaders are also responsible for sweeping (searching) predetermined "common" areas for students not in class. These common areas may include hallways, bathrooms, or other areas where students may gather. Ideally, the people in this position should have no class responsibilities. If this is not an option, consider combining two classes with one teacher (Buddy Teacher System) to free staff to fill this role.

Student Care Group

The primary role of the Student Care Group is to provide for the general well-being of students during a crisis. This may include ensuring that students have drinking water, are fed snacks, kept warm or cool as necessary, and that restroom needs are met.

These activities will normally take place during extended "shelter-in-place" operations, or at times when students must be kept outdoors for extended periods of time due to the emergency. Deployment of classroom emergency kits will normally be the first action taken, however other measures, such as development of make-shift shelters, may need to be implemented based on the kind of incident occurring.

First-Aid Group

The First-Aid Group may play a critical role in saving student lives, and reducing the long-term impact of injuries they suffer. Ideally, this Group should be led by a school Nurse, or someone else well trained in First-Aid and CPR procedures. The First-Aid Group Supervisor, with assistance of First-Aid Group staff will:

- / Gather available first-aid supplies & equipment
- / Set up First-Aid treatment areas
- / Deploy First-Aid teams to multiple locations as needed
- / Oversee the assessment care and transport of injured students and staff
- / Determine the need for professional skilled medical assistance
- / Establish a transport area with access for emergency vehicles
- / Coordinate the notification of parents of transported students

Upon arrival of professional Emergency Medical Services personnel (ambulance/fire) the Operations Chief and First-Aid Group Supervisor will determine how best to meld the school First-Aid Group and professional responders. At this time it may be most appropriate to hand over medical care responsibilities to the professional responders and free school staff to do other tasks.

Search and Rescue Group

The Search and Rescue Group (S&R) is responsible for LOCATING missing or trapped students or staff following events that result in some form of building collapse, o

blocking of doors. Gathering information from the Student Accountability Group will be of utmost importance in determining who is missing, and where they were last seen.

Common sense and calm demeanor must be maintained at all times by members of this Group. In some cases a missing individual may be trapped, but can be quickly freed and removed to safety without peril to S&R Group or Team members. In other cases, it will be unsafe for school S&R Group members to attempt the rescue. In this case the victims must be left in place until professional rescuers can arrive. The number one goal here is to reduce the loss of life and injury, and that goal will not be met if additional people are injured or killed while attempting a rescue!

Upon arrival of professional rescue personnel (typically Fire) the Operations Chief and Search and Rescue Group Supervisor will determine the need for the school S&R function to continue. In most cases professional rescuers will take over, freeing school staff to be reassigned to other functions as needed.

Campus Evacuation Group

The Campus Evacuation Group will be responsible for getting all staff and students quickly moved to the pre-designated "Off-Campus Emergency Evacuation Site". **The "Off-Campus Evacuation" procedure is very school-site specific, and must be developed in advance by the school Principal.** When developing an "Off-Campus Emergency Evacuation Procedure" the school Principal must, at minimum:

1. *Determine where students will be taken during an emergency evacuation. It is recommended that at least one primary and one alternate site be selected.*
2. *Establish an agreement with the off-campus evacuation site(s).*
3. *Obtain, and keep current, primary contact telephone numbers for the off-site facility, including those of key staff*
4. *Establish how students will be transported and detail procedures for immediately obtaining transportation when needed.*
5. *Establish how students will be gathered, loaded, and unloaded.*
6. *Determine post-arrival student support needed at the evacuation site.*
7. *Establish an off-site parent notification procedure.*
8. *Establish a site-specific Student Release Group procedure for use after evacuation. This will likely differ from the procedure used on campus!*

The **Off-Campus Evacuation Procedure** will be filed in **Appendix D – Extended Response Procedures.**

Utilities Group

The Utilities Group is responsible for shutting down affected power, gas, and water systems following an event that causes damage to campus buildings or infrastructure. The primary mission of this Group will be to ensure the safety of students and staff by eliminating the hazards posed by such things as damaged electrical and gas lines and appliances.

A secondary goal will be to make a preliminary assessment of what will need to be done to ultimately restore these systems once the emergency has passed. This preliminary assessment information should be passed on to the Logistics Chief, or the Incident Commander, if the Logistics position is unfilled.

"Shelter-in-Place" situations may also require deployment of a Utility Group or Team, even though utility systems are not damaged. If students and staff are being sheltered indoors as a result of local air contamination, from a nearby fire or hazardous materials spill, for example, it is very important that Heating, Ventilation and Air Conditioning (HVAC) systems, especially swamp coolers, be shut down to avoid pulling contaminated outside air into school buildings.

While school maintenance staff would be the logical choice to fill Utility Group positions, other staff should be trained to shut down utilities and HVAC systems when necessary. All utility shut-offs should be clearly marked, and any needed shut-off tools, such as wrenches for gas or water valves, must be in clearly marked locations and readily accessible at all times.

Security Group

The primary goal of the Security Group will be to prevent anyone, other than emergency responders and other authorized persons, from entering the campus during the emergency. This will generally involve securing and controlling gates and other points of access.

It will be of particular importance for the Security Group to coordinate with the Student Reunification Group to establish a place for parents to go while awaiting resolution of the emergency and the release of students.

Though site security will normally become the function of law enforcement, the first arriving officers may have other priorities, and the Security Group will be expected to continue their effort until such time as law enforcement has sufficient resources on site to take over.

Student Release Group

The primary mission of the Student Release Group will be to conduct an orderly and efficient reunification of parents and students following an emergency. This important task is best accomplished by splitting the function into two primary processes - "Student Request" and "Student Release" - and the establishment of two separate Teams to manage these processes. **"Student Release Request"** and **"Student Release Log"** forms are located in **Appendix D – Extended Response Procedures**.

Experience has also shown that having this process in place, making parents aware of it in advance, and practicing it, can be one of the most important things schools can do as part of their emergency planning. It is suggested that schools conduct at least one "Student Release" drill annually and invite parents to participate. With some advance planning, and notification to parents, a test of student release procedures could be conducted at the end of a normal school day when parents arrive to pick up their children. Such an event would serve to put parents at ease, and could dramatically reduce the chaos that often ensues at a school following an emergency.

E. PLANNING, LOGISTICS, AND FINANCE/ADMIN "UNITS"

Like "Groups" in the Operations Section, "Units" are used in the major "support" functions (Planning, Logistics and Finance/Admin) as a means to break each function down into task-based sub-functions. This allows the section Chiefs to divide the work-load and maintain an acceptable span of control.

General responsibilities for "Units" within the Planning, Logistics and Finance/Admin sections are outlined within the position descriptions for those section Chiefs. The name of each "Unit" is reflective of the task the Unit will be responsible for. Each Unit is assigned a "Unit Leader" who reports to the respective section Chief.

IV- - INITIAL CRISIS RESPONSE

A. OVERVIEW

This section of the Crisis Response Plan is divided into two parts. The first outlines four basic "INITIAL ACTIONS" that staff and students will take in response to most campus emergencies.

This second part outlines the three "ACTIVE SHOOTER" actions that should be taken by staff or students when they are in immediate contact with a person shooting a gun, or being confronted by a person wielding another potentially lethal weapon such as a knife or bat.

The "INITIAL ACTIONS" and "ACTIVE SHOOTER" protocols are the cornerstone of the basic school crisis response. Much like the fire department "Stop, Drop and Roll" concept, school officials must ensure that the Initial Actions and Active Shooter procedures are fully understood by all staff and students and practiced to the point they become automatic and second nature.

B. "INITIAL ACTIONS"

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"

- 1. Duck and Cover**
- 2. Evacuate Building(s)**
- 3. Shelter-In-Place**
- 4. Lock-Down**

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.

Detailed *Duck and Cover, Evacuate, Shelter In Place* and *lock Down* procedures, and a sample *Initial Actions Poster* are located in **Appendix C- Initial Actions**.

DUCK AND COVER ACTION

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

EVACUATE BUILDING ACTION {Fire Alarm}

To be used in the event of:

- Fire in building (on campus)
- Chemical release inbuilding
- Gas leak inbuilding
- After significant Earthquake
- Building failure/Potential failure due to damage or other condition
- Or anytime building(s) must be immediately evacuated for any reason

Teachers will:

- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Close classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

SHEL TER-JN-PLACE ACTION

To be used in the event of:

- Chemical spill on or near campus, or smoke from fire near campus
- Animal threat on campus - bees, dogs, etc.
- Severe weather event:
 - Heat, Cold
 - Wind, Thunderstorm
- Flood
- Blackout/power failure

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- **Close all doors and windows to exclude outside air if necessary!**
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff for "All Clear" signal

Students will:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- **Be prepared to shut down all HVAC systems, stop outside air intrusion!**

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

LOCK-DOWN ACTION

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, and then implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logistics)
- Direct any buses enroute with students to an alternate location.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

SPECIAL NOTE regarding "SHELTER-IN-PLACE" and "LOCK-DOWN" Actions:

It is very important for school staff to understand the difference between the "Shelter-In-Place" and "Lock-Down" procedures outlined in this plan and to announce and use the proper procedure when appropriate.

LOCK-DOWN is an action taken primarily to protect staff and students from a HUMAN threat. All buildings are secured, and everyone hides or otherwise strives to avoid detection.

SHELTER-IN-PLACE is an action taken primarily to protect students and staff from an ENVIRONMENTAL threat. In this case buildings do not need to be locked, and students and staff are free to move about, but must remain indoors. However, unlike Lock-Down, if students and staff are being kept indoors because of a potential threat from contaminated air, due to smoke or a chemical release for example, it is **IMPERATIVE** that staff recognizes the need to keep doors and windows closed, and the need to shut down heating, cooling and ventilation systems that may draw contaminated air into buildings. "Lock-Down" is NOT an appropriate substitute for "Shelter-In-Place" in this situation.

C. "ACTIVE SHOOTER"

One critical exception to handling basic emergencies with the four "Initial Actions" will be when students and/or staff encounter an "Active Shooter" situation. In an "**ACTIVE SHOOTER**" situation, one of these three basic "**ACTIVE SHOOTER ACTIONS**" actions must be taken immediately to best protect against loss of life:

- **RUN**
- **HIDE**
- **FIGHT**

Each of these actions is explained in detail below, and must be practiced regularly so as to become second nature to students and staff. Though generically called "Active Shooter Actions", it is important for staff and students to recognize that these principles must be applied to any situation where staff or students come face-to-face with any armed intruder, whether shooting a gun, or wielding some other dangerous weapon.

A sample Active Shooter Actions poster and Active Shooter Actions Handout, are both available in **Appendix C- Initial Actions**.

ACTIVE SHOOTER ACTIONS

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY:

Quickly determine the most reasonable way to protect your own life. Remember that students should follow the lead of school staff during an active shooter situation.

1. **RUN** - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering the area
- Follow the instructions of any police officers
- Keep your hands visible at all times
- Do not attempt to move wounded people
- Call 9-1-1 when you are safe

2. **HIDE** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement
- If the active shooter is in a nearby room or hallway:
 - Lock the door
 - If possible, quickly blockade the door with furniture
 - Silence your cell phone and/or pager
 - Silence other sources of noise (i.e., radios, televisions)
 - Hide behind large items (i.e., cabinets, desks)
 - Remain quiet

3. **FIGHT** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- Aggressively attack the attacker
- Throw items or strike the attacker with improvised weapons
- Yell, kick, punch
- Don't quit...it may save your life or the lives of others!

If you are the first person to contact law enforcement when they arrive, or if you escape the shooter and call 9-1-1, try to provide this information:

- Your name and school name and location
- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter or shooters
- Number and type of weapons held by the shooter or shooters
- Number of potential victims at the location

WHEN LAW ENFORCEMENT ARRIVES

The first officers to arrive will not stop to help injured persons. Law enforcement's primary mission will be to stop the active shooter as soon as possible, and Officers will proceed directly to the area in which the last shots were fired.

- Officers may arrive individually or in teams, and may wear regular patrol uniforms or bulletproof vests, helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use tear gas or small explosive devices to control the attacker
- Officers may shout commands, and may push staff and students to the ground for their safety
- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers, such as reaching or grabbing onto them
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just rapidly proceed in the direction they point you, and keep your hands up and clearly visible to them at all times

Once students and staff reach a safe location, they will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Staff and students must not leave until released by law enforcement authorities.

When it is safe to do so, additional officers and emergency medical personnel will follow the initial officers, and move in to treat and remove any injured persons.

IV- EXTENDED RESPONSE OPERATIONS

A. OVERVIEW

In the early stages of most campus emergencies, the school Incident Commander and school staff will implement one or more of the four "Initial Response Actions" outlined in Section IV of this plan. Then, as the scope of the emergency becomes clearer, the Incident Commander may determine it necessary to implement other procedures based on the type of incident faced.

Predefined procedures provide continuity of operations and can greatly assist staff in successfully fulfilling Incident Command System roles. However, they must be reviewed and practiced regularly.

B. EMERGENCY PROCEDURES LIST

The following Emergency Procedures are available in **Appendix D - Extended Response Procedures:**

- Bus Accident
- Building Evacuation
- Earthquake
- Hazardous Material Release
- Intruder on Campus
- Severe Weather
- Student Release (Family Reunification)
- Off-Campus Evacuation
- Utility Loss or Damage
- Bomb Threats
- Fire/Explosion/Building Collapse
- Basic Medical Emergencies

Opioid Overdoses

Governor Newsom recently signed Assembly Bill (AB) 889, Senate Bill (SB) 10, and SB 234, which focus on preventing opioid overdoses in California public schools.

AB 889 – Annual Notice to Parents and Guardians Regarding Synthetic Drugs

AB 889 requires local educational agencies (LEAs) to notify parents or guardians regarding the dangers associated with using unprescribed synthetic drugs, such as fentanyl, through updates to the annual notice. As a reminder, the annual notice should be provided at the beginning of the first semester/quarter of the regular school term. In addition to updating the annual notice, LEAs will also be required to make information regarding the use of synthetic drugs available on their websites, if the LEA maintains a website, for parents or guardians to easily access.

SB 10 – School Safety Plan and Melanie’s Law

Senate Bill 10 is named “Melanie’s Law” after Melanie Ramos, who passed away due to a fentanyl overdose in a high school restroom at the age of fifteen. Melanie’s Law becomes effective January 1, 2024, and requires schools serving students in grades seven through 12 to include protocols for responding to a student who may be suffering from an opioid overdose as part of their comprehensive school safety plans. The protocols should specify strategies for the prevention and treatment of opioid overdoses. Notably, SB 10 will also apply to charter schools through related provisions regarding petitions for the establishment of a charter school.

Melanie’s Law also encourages State and county-wide collaborative efforts to spread awareness about opioid overdose and prevention. It encourages county offices of education to create a county working group for the purpose of outreach, increasing awareness, and collaborating with local health agencies to help prevent fentanyl overdoses. At the State level, Melanie’s Law requires the California Department of Education (CDE) to establish a working group on fentanyl education in schools and develop a “School Training and Resource Guide for Opioid Overdose Prevention and Treatment,” that will serve as a toolkit for school staff. The toolkit will be distributed to all LEAs and maintained on the CDE’s website. The bill also expands training around the prevention of opioid overdoses in schools. Existing law requires the CDE to offer training in recognizing the signs and symptoms of youth behavioral health disorders, including common psychiatric conditions and substance use disorders, such as opioid and alcohol abuse. This bill expands the CDE’s training programs for school staff to include the use of emergency opioid antagonists for the purposes of treating an opioid overdose.

In enacting SB 10, the Legislature has clarified that LEAs should use alternatives to a referral to a law enforcement agency in response to an incident involving a student misusing opioids, to the extent it does not conflict with any other law requiring referral. Such alternatives could include restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support.

La Sierra Military Academy- ActVnet Program Implementation

During the Spring Semester of 2024, La Sierra High will be transitioning to utilizing the ActVnet program. The ActVnet program is a safety program that will provide La Sierra High with first responder assistance for the betterment of school safety and security protocols for students and staff.

VI. PREVENTATIVE HEALTHY & SAFE SCHOOLS INITIATIVE

The Preventative Healthy and Safe Schools Initiative (EC Sec. 32282) ensures preventative measures to ensure compliance with existing laws related to school safety and discipline. An annual review of discipline, office referrals, safety data and schoolwide surveys are conducted with the education community are reviewed and discussed for recommendations and updates to the school initiatives for ensuring improvement and success of all students.

Areas reviewed and addressed include: child abuse/mandated reporting procedures, Social-emotional learning (SEL), building relationships, discipline/expulsion policies, policies for discrimination, harassment, intimidation, hate crimes, bullying, gang prevention, safety ingress/regress procedures, identification of security needs, development of prevention and intervention techniques and strategies, training, and ongoing communication and support for staff and students.

Together students, faculty, safety committee and the Advisory Committee review annual Healthy Kids Survey data, discipline data, and additional climate data. Ideas and solutions are shared, offered and together revised for the LCAP action plans to address concerns revealed in analysis of the annual data. Through planning, training, and practice, the students and staff at our school will be prepared to respond appropriately to any emergency. This plan will assist us in providing a safe school environment conducive to learning. A grievance policy is applied to the policies to ensure communication and ensure successful outcomes for all students.

The safety committee (EC Sec. 32281) meets 4-Sx annually to address ongoing drill responses and addresses areas of need. In addition, Staff members attend ongoing professional development where they meet with other safety committees to continue their professional development regarding safety.

La Sierra Military Academy Policies

ACADEMY HOURS

Students should not arrive at school before 0745 (7:45 am) as there are no staff on duty. The school cannot be responsible for student's safety before this time. School starts with formation on the grinder or designated alternate location at 0830 (8:30 am) each day.

Cadets are considered tardy if not in formation during the specified times.

The Academy day ends at 1530 (3:30pm) after final formation. Cadets, not under the direct supervision of a faculty or staff member, must leave the campus no later than 1600 (4:00 pm). Cadets who are under the supervision of a faculty or staff member must stay in that area. They must leave the campus or report to the designated gathering point immediately following the activity. Cadets who are not in the proper place at the proper time are guilty of defiance.

VISITORS

Cadets may not have visitors on campus during the school day except for parents or guardians. Upon arrival on campus, parents/guardians must report to the front office to obtain a visitor's pass. Cadets are not authorized to visit in the parking lot during school hours

PARKING

Students driving and parking on campus are required to provide administration a copy of a current driver's license, registration and evidence of insurance for the vehicle being driven. Cadets are authorized to park only in legitimate parking spaces. Cadets may park in designated stalls, which are marked "student". Vehicles are off-limits during the school day. Cadets are required to turn in their keys to administration while on campus. If a situation arises which requires a student to visit his/her vehicle during school hours, the student must obtain permission from a designated school representative (HS staff or faculty). Failure to abide by this rule may result in one's parking privileges being revoked and the student will also receive disciplinary action for being in an off limits area.

LEAVING SCHOOL BEFORE END OF SCHOOL DAY

No cadet is allowed to leave the campus for any reason during the school day without permission from the Principal or the designee. If a cadet must leave school before the end of the school day, the cadet's parent or guardian must send a note giving the time that the cadet is to leave and the telephone number at which the parent or guardian can be reached, or the parent must actually come into the building

RULES INFRACTIONS/DISCIPLINARY ACTIONS

Discipline, as utilized in the Academy, is the mental and physical training of both the individual, as well as the group. This training teaches cadets how to obey orders, maintain a proper attitude, and conduct themselves appropriately at all times. The way cadets learn discipline is by paying attention to detail, as well as emulating appropriate behaviors modeled by cadre (staff and instructors) and Cadet Superiors. Cadets are expected to obey and support all rules and regulations established in this handbook or given to them by authorized staff members without question. The physical discipline used at the Academy has been tested and used by military forces and in Gym classes throughout the US for over 100 years. Methods used at La Sierra Military Academy are to instruct, train, and enforce discipline are as follows:

Qn..the Spot Correction: Immediate Quick information provided to a cadet to correct a problem behavior. {Push ups, sit ups, jumping jacks, squat thrust, bend/reach, windmills, motivators, low crawls, gators, bear crawls, crab walk, duck walk, Heisman, Nelson crunch...)

Informal Counseling: A face-to-face counseling by staff or instructor.

Formal Counseling; A face-to-face counseling by staff or instructor which is documented and retained in the cadets file.

Restriction: Lose of all extra-curricular activities, awards and scheduled breaks except for the last 5 minutes. Cadets stand in formation during breaks.

Marching Party: 30 minutes of intensive Physical Training after school. Cadets may become extremely wet and dirty.

Extra Duty: Perform general school maintenance tasks in lieu of class work.

TULARE COUNTY SCHOOL DISTRICTS' PLAN FOR SERVING EXPELLED STUDENTS

Triennial Update

June 2012

In order to meet the needs of their expelled students, the Tulare County Superintendent of Schools and the Tulare County School Districts have collaborated to evaluate the status of educational alternative placements, examine best practices, and consider remediating educational gaps. This revision of the plan addresses strategies for minimizing the number of suspensions, expulsions, and dropouts while also diverting students with serious attendance and behavioral problems from the juvenile justice system..

Under the structure of the 2009 Triennial Plan, districts have aggressively adopted effective proactive approaches to minimize absenteeism, suspension, and expulsion, with some districts utilizing school-wide programs to develop a positive school culture while enhancing opportunities for social and academic success while other districts have undertaken significant programming and staffing to meet the desired results. Data tracking effectiveness of interventions indicate positive outcomes in reduced suspensions and expulsions. Demographically, those students involved in interventions at several larger unified districts have reflected a disproportionate number of minority students; however, all districts reported that their expulsion demographics have closely reflected their high school populations.

Through the Educational Options Coalition that is coordinated by Tulare County Office of Education (TCOE), alternative education administrators have met during the last three years to discuss district/site practices regarding career training, truancy intervention, effective curricular intervention, innovative charter Community Day School models, and mental health services for diagnosed students. The interface between these concerned parties regarding current issues has led to collaborative solutions. To better meet regional concerns, the Coalition will serve as the clearing house for effective professional training and intervention programs being implemented, host professional development, coordinate establishing placement committees, and facilitate smaller districts in developing customized placement options.

Plan can be found:

<http://www.tcoe.org/ParentTeacherResources/ExpulsionPlan2012.pdf>

CADET GRIEVANCE PROCESS

In order to be successful in any career one must be able to listen and take to heart the importance of what they are learning and doing throughout their lives; this has significance in both the military and civilian life. In order to do that you must follow your superiors lawful orders. Doing so helps the job get done, and builds trustworthy- thy employees and people.

On the military side following orders builds self discipline. When Staff, Officers or Non commissioned officers give orders to get some- thing done there should be absolutely no argument or thought about it. The Cadet has an easy job; A. Listen to what they are told, B. Complete the task that was assigned quickly and effectively. It is important to do so to ensure the mission goes as planned.

LSMA Cadets are required to follow all lawful orders from staff and Cadet superiors immediately without question. By doing so, this ensures schedules are followed, information is passed down. and tasks get completed. This process helps eliminate insubordination, un- wanted back talk, and breech of element integrity.

The GRIEVANCE PROCESS is a cadet's right to bring to the attention an event that they may not agree with. There are two separate methods, INFORMAL and FORMAL GRIEVANCE.

INFORMAL GRIEVANCE

Is the process of utilizing the Chain of Command to resolve issues. A cadet will address their grievance at the lowest possible level and use command channels before elevating them to the next higher level Experience has shown, with few exceptions, complaints are usually resolved at this level.

FORMAL GRIEVANCE

If a cadet is unable to resolve a complaint using the Chain of Command, they have the right to file a formal grievance. A Formal Grievance Request may be filled out and submitted to the Chief of Staff for investigation.

Cadets shall keep In mind that utilizing the Grievance Process does **not excuse** them from obeying all lawful orders. Cadets *may* be found in violation of ed code and academy policy for *disobeying* orders and disciplined accordingly.

STUDENT USE OF TECHNOLOGY

STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning. The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers and consequences for unauthorized use and/or unlawful activities.

On-Line Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 7001, 47 USC 254).

The Board desires to protect students from access to harmful matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communication. Disclosure, use and dissemination of personal identification information regarding students is prohibited.

The use of online services is meant for educational purposes and must be connected to staff instructional goals or administrative goals. Staff shall supervise students while they are using on-line services and may ask instructor aides and student aides to assist in this supervision.

Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district responsible, and shall agree to indemnify and hold harmless the district and all district personnel for the failure of any technology protection measures, violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users. (*cf. 6162.6 - Use of Copyrighted Materials*)

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation and other procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.

Instruction

STUDENT USE OF TECHNOLOGY

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use. At the beginning of each school year, parents/guardians shall receive a copy of the district's policy and administrative regulation regarding access by students to the Internet and on-line sites. (Education Code 48980) (*cf. 5145.6 - Parental Notifications*)

STUDENT USE OF TECHNOLOGY

●On-Line/Internet Services; User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or on-line services in accordance with user obligations and responsibilities specified below and in accordance with Governing Board policy and the district's Acceptable Use Agreement.

1. When a student is assigned a personal computer account, he/she is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses and telephone numbers private. They shall use the system only under their own account number.

2. Students shall use the district's system responsibly and primarily for educational purposes.

3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal Code 313)

4. Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents' guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

(cf. 3513.3 - Tobacco-Free Schools)

6. Copyrighted material shall not be placed on the system without the author's permission. Students may download copyrighted material for their own use only. *(cf. 6162.6 - Use of Copyrighted Materials)*

7. Students shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking." *(cf. 5131.5 - Vandalism, Theft and Graffiti)*

8. Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail.

9. Students shall report any security problem or misuse of the services to the instructor or principal.

MCKINNEY-VENTO HOMELESS EDUCATION ACT

Even if you have uncertain housing, a temporary address, or no permanent physical address, you are guaranteed enrollment in school by the federal McKinney-Vento Act and California State law if you live:

- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- In a temporary foster care or with an adult who is not your parent/guardian
- In substandard housing (without electricity, water, or heater)
- With friends or family because you are a runaway or an unaccompanied youth

Then, you have the right to:

- Receive the same special programs and services as provided to all other children
- Immediate enrollment
- Continue in the school attended before becoming homeless or the school last attended if feasible
- Receive transportation services
- Free or reduced price school lunch program

For questions or assistance contact the school office or your County Liaison, (559) 733-6714

BULLYING POLICY

School and Board Policy

The Tulare County Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County office employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, county office and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of county office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. The county office will review with students appropriate behavior that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Program staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

The County Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias based on need.

BULLYING POLICY

Intervention

Students are encouraged to notify program staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. Program staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the County Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve county office counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a instructor or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. When a student is reported to be engaging in bullying off campus, the County Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a instructor, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school or county office premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school/program activity or school/program attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with county office policies and regulations.

SEXUAL HARASSMENT POLICY

(Prohibited by Law and by La Sierra Military Academy)

The Board of Education will not tolerate sexual harassment and will make efforts to maintain schools free from sexual harassment. It is the Board of Education's intent to maintain an academic and work environment that protects the dignity and promotes the mutual respect of all employees and pupils.

School and Board Policy

Prohibits sexual harassment of any student by any employee, student, or other person in, or from the school.

Expects students or staff to immediately report incidents of sexual harassment to a site administrator or to another county administrator.

Each site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment.

Each sexual harassment complaint shall be promptly investigated in a way designed to respect the privacy of all parties concerned. This responsibility includes discussing this policy with his/her students and employees and assuring them that they **NEED NOT** endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment.

WHAT IS SEXUAL HARASSMENT?

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from, or in, the work or educational setting under any of the following conditions:

When submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.

When submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

When the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive educational environment.

When submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at, or through, the educational institution.

SEXUAL MISCONDUCT/FRATERNIZATION/PDA/PHYSICAL CONTACT

Sexual Misconduct is defined as, but not necessarily limited to:

Acts of sexual intercourse or intent to commit those actions.

Sexual intimacy.

Other physical touching of a romantic or sexual nature.

Any Public Display of Affection while on or anywhere in the vicinity of LSMA, (this includes anytime and anywhere you are in uniform and representing this Academy).

Note/letter writing to other cadets or staff unless authorized and sent through proper channels.

Cadets are expected to display acceptable manners and respect towards members of the opposite sex at all time.

Unacceptable behavior includes crude or lewd remarks, sexist jokes or comments at any time, written or spoken, whether members of the opposite sex are present or not, touching, rubbing, kissing, petting, and hand holding, whether consensual or not.

Any sexual act whether it is consensual or not will be justification for dismissal.

Fraternization between High School And Junior High Cadets is prohibited and may result in the dismissal of those involved.

Physical Contact between cadets such as but not limited to: pushing, shoving, horse playing, is unauthorized.

SEXUAL HARASSMENT POLICY

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Such conduct may constitute sexual harassment. Forms of sexual harassment include, but are not limited to the following:

Verbal Harassment - Derogatory comments, jokes, or slurs; graphic verbal abuse of a sexual nature; comments about an individual's body/dress, sexual preferences or sexual conduct; sexually degrading words used to demean, label, or describe an individual; or, spreading sexual rumors.

Physical Harassment - Unnecessary or offensive touching, or impeding or blocking movement.

Visual Harassment - Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes or invitations; the display in the educational environment of sexually suggestive objects or pictures.

Sexual Favors - Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations or propositions.

RETALIATION

The school prohibits retaliatory behavior against any complainant as a result of a negative response to sexual advances or the making of an informal or formal complaint alleging sexual harassment.

CONSEQUENCES FOR SEXUAL HARASSMENT

Any student who engages in sexual harassment is subject to disciplinary action according to Board Policy and in accordance with the Education Code. (Employees are subject to disciplinary action according to Board policies and in accordance with the Education Code.)

SEXUAL HARASSMENT GRIEVANCE

GRIEVANCE (COMPLAINT) PROCEDURES

Any student who feels that he/she is being sexually harassed should immediately contact the school site or county administrator for educational services.

Staff members who receive complaints of sexual harassment from students should refer such complaints to the site administrator.

If the site administrator is notified that an allegation of sexual harassment was not addressed to the complainant's satisfaction, that administrator should provide the student and/or the student's parent/guardian with a copy of the sexual harassment policy and grievance (complaint) procedures.

Nothing in the school's grievance (complaint) procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process.

TITLE IX COORDINATOR FOR STUDENT-TO-STUDENT SEXUAL HARASSMENT

The Director of Student Services is the Title IX Coordinator for student-to-student sexual harassment and is designated by the District to receive and process complaints under this procedure.

TITLE IX COORDINATOR FOR STUDENT SEXUAL HARASSMENT COMPLAINTS INVOLVING EMPLOYEES OF THE DISTRICT

The Assistant Superintendent of Human Resources Development is the Title IX Coordinator for any student sexual harassment complaints involving employees of the District.

NON-DISCRIMINATION

(42 U.S.C. Sections 2000 et seq., 6707) (20 U.S.C. Sections 1681 et seq.)

Report an anonymous tip to
SAYSOMETHING.NET



CADET USE OF BIKES AND SKATE BOARDS

LSMA expects students who ride bicycles to and from school to wear bicycle helmets in conformance with California state law. Riders should observe traffic and other safety laws and rules, and display courtesy toward drivers of motor vehicles.

Students who ride bicycles shall be required to park them in an area designated by the administration. The Academy is not responsible for lost, stolen, or damaged bicycles or safety helmets. Bike racks and skateboard lockers are provided for storage. Cadets are responsible for providing their own locks.

Bicycles, skateboards and scooters may not be ridden anywhere on campus, except for the initial arrival and departure process to and from the designated storage area. These items may not be carried by the student during the school day.

VII. RECOMMENDATIONS & ASSURANCES

LA SIERRA MILITARY ACADEMY

1735 E. Houston Ave. • Visalia, CA 93292

(559) 733-6963 • fax(559) 733-6845 • www.tcoe.org/lasierra

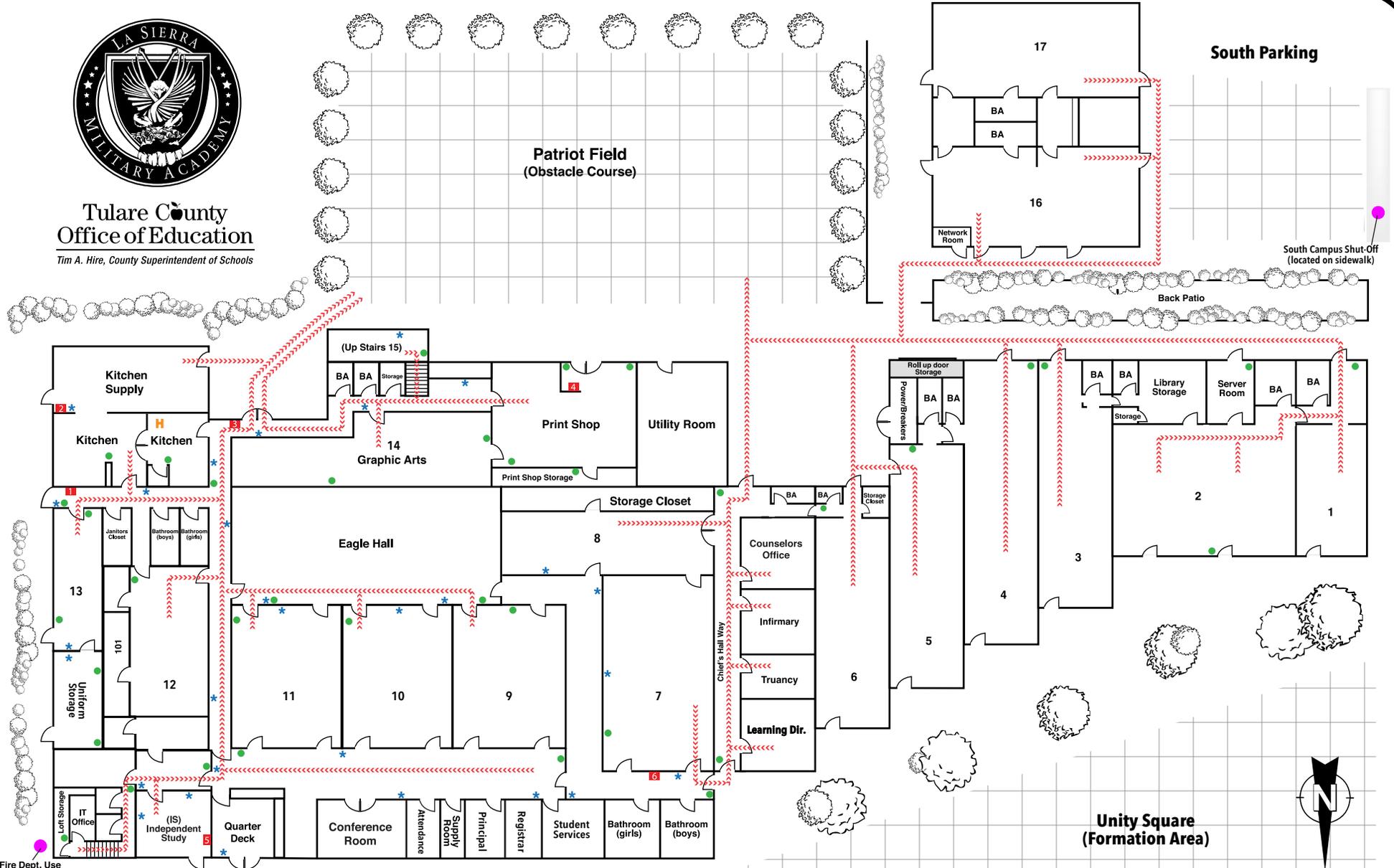
Evacuation Map FIRE AND DISASTER



**Tulare County
Office of Education**

Tim A. Hire, County Superintendent of Schools

ROOSEVELT CT.



CAIN ST.

**Unity Square
(Formation Area)**



- Fire Extinguisher
- Pull Station
- ★ Emergency Light
- H Kitchen Fire Suppression System
- Water Shut-Off Valves
- Your Are Here



HOUSTON AVE.

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

UPHS Interim Principal Helen L. Milliorn-Feller

SUBJECT:

2023-24 Comprehensive School Safety Plan for 2023-2024 School

DESCRIPTION/SUMMARY:

California Education Code Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

FINANCING:

None requested at this time.

RECOMMENDATION:

Adoption of the plan is requested.



Comprehensive School Site Safety Plan 2023/24



Introduction

University Preparatory High School is committed to providing a safe and secure environment for students and employees. This site has established a Safe School Plan to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

The comprehensive Safe School Plan requires identification of security needs, development of prevention and intervention techniques, evacuation of the physical facilities, and communication with staff and students. Through planning, training, and practice, the students and staff at our school will be prepared to respond appropriately to any emergency. This Safe School Plan will assist us in providing a safe school environment conducive to learning.

This plan has been developed in compliance with California Code of Regulations, Title V, Education Section 560, and in cooperation with state, county, and city emergency service officials. The major goal of this plan is to assist us in preparing for potential emergency situations.

University Preparatory High School recognizes that each school community has a unique need which must be addressed to complete the Safe School goals of University Preparatory High School.

In order to maximize the effectiveness of this plan, certain personnel have been identified to act as the **School Assistants for Emergencies (S.A.F.E.)** in the case of a school emergency. The School Assistants for Emergencies includes key personnel who are knowledgeable of the school procedures, school building layouts, first aid precautions, etc.

**IN ANY IMMEDIATE EMERGENCY SITUATION, CALL 911,
THEN NOTIFY UPHS ADMINISTRATION.**

School Assistants for Emergencies (S.A.F.E.) Leaders are as follows:

- Principal
- Learning Director
- Administrative Secretary
- Lead Teacher

Emergency Phone Procedures

Police – Fire – Medical

9-1-1

Reporting an Emergency

When you dial 9-1-1 to report an emergency, give the following information:

1. Nature of emergency (describe clearly and accurately).
2. Exact address or building, floor, and area.
3. Telephone number from which you are calling.
4. Your full name. ***Do not hang up*** as additional information may be needed.

If you are unsure about the seriousness of a situation, dial (559) 730-3999 to speak with a dispatcher or officer from District Police. Please program these numbers into your cell phone.

Emergency COS/UPHS Campus Phone Numbers:

9-1-1 for an Emergency (Police and Fire)

District (COS) Police: (559) 730-3999 (dial 9-1-1 for emergencies)

COS Facilities: (559) 730-3969

UPHS Principal: (559) 737-5452

UPHS Learning Director: (559) 737-5451

UPHS Front Desk Secretary: (559) 737-5450

UPHS Administrative Secretary: (559) 737-5455

PLEASE WRITE YOUR INFORMATION HERE

BUILDING NAME

ROOM NUMBER

FLOOR

Emergency Notification Systems

The District has several ways to provide emergency notifications for serious events which may occur on the COS Campuses.

COS now utilizes the Alertus and Regroup system to notify anyone who has a cos.edu and/or tcoe.org email. You may be notified of emergencies via email, text, audible broadcast alerts or public announcement systems, or electronic alerts via District network computer displayed on the computer screen. These systems are available district wide for emergency notifications.

In the event of a localized or district wide emergency you will be notified of the type of emergency and specific instructions of what you need to do.

Imminent Danger – (Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on campus:

- Drive-By/Show-By
- Armed Intruder
- Mass Protest
- Helicopter searches or SWAT team operations

Imminent Danger Signal – An announcement via email and/or text message of “Code Red”. When the extreme emergency no longer exists, the on-site S.A.F.E. Commanding Officer will announce “All Clear” via email and/or text message.

Assigned Duties:

- The school principal will assume the S.A.F.E. Commanding Officer role and will maintain phone communications with the Tulare County Office of Education and College of Sequoias Police Department for internal communications. The S.A.F.E. Commanding Officer will set up the Crisis Management Center in the Front Office or the alternative predestinated safe area.
- The school secretaries and counselor will serve as emergency locators to parents, guardians and/or doctors of injured persons.
- The principal will serve as the public information contact under the direction of Tulare County Office of Education.
- The Learning Director and staff appointed by the S.A.F.E. Commanding Officer will be responsible for locking any doors that need to be locked, clearing all restrooms, and directing students to their next assigned class, or in the event of gunfire, to the safest area of the building.
- Teachers who are unassigned during a “Code Red” (non-gunfire situation) will go check

the hallways and encourage students to double time to their next assigned class. They will return to their safe area when all students are inside classrooms.

Imminent Danger (Class in Session)

1. Shelter in place, keep as far away from windows and doors as possible.
2. If office aides, student aides, or other non-threatening students are observed outside your classroom, bring them into your classroom. Inform Crisis Management Center.
3. Lock your doors, and turn off lights.
4. Take roll. If you are not missing any students place the green sheet in the designated area. If you are missing a student who was present, place the red sheet in the designated area and send text message to school administration indicating missing students.
5. If you have all students, send a text message “GREEN” to the administration.
6. Students are to remain in your classroom until an “All Clear” announcement is given. No exceptions.

Imminent Danger (Class NOT in Session)

1. Staff and students proceed immediately with all haste to their next assigned classroom. (Students and staff have 2-minutes to get to their next assigned class). Students need not run, but walk quickly to secure shelter within the 2-minute window.
2. Supervise the area outside your room until your students are inside.
3. Lock doors, turn off lights and close any window coverings. 4. Students are to shelter in place until the “All Clear” is announced.
(In a gunfire situation, proceed to the alternative safe sites, or the nearest cover if unable to return to class.)

Gunfire

If you hear gunfire, call 911 immediately and then implement “Shelter In-Place” procedures.

In the event that gunfire is heard in your immediate area, students and staff should lie down on the ground and start a low crawl to the nearest cover.

Staff members who are in their rooms, or can safely get back to their room, should stand by their locked door and direct as many students to safety as possible. When your room is at a maximum capacity, or you can no longer safely keep your room door open, close the door, turn out the lights and begin your emergency sign in.

Evacuation / Relocation Procedures

Evacuation: (Class in Session)

The signal for an evacuation is the same as for a fire drill, but is preceded by an announcement via text message/email/verbal “This is an Evacuation.” All students and staff are to immediately evacuate the building utilizing fire drill procedures (to designated roll call areas). Students who are not already in their areas will be moved to the designated roll call areas according to specific routes and release procedures.

Procedure:

1. Advise the students that they are to leave all their personal items in the classroom. **Take your emergency binder/sub binder with you.**
2. Assign a responsible student to lead the class from your room to the fire drill assembly area. Insist that the students move in a single file line to prevent congestion. (You will have a good view of your class when you bring up the rear).
3. Block your door open so students can file out in an orderly manner. Shut and lock the door when the last student files out.
4. Maintain single file as you call roll in your fire drill area.
5. Do not move your classes until instructed to do so by an administrator. • The administration will release one class and area at a time to prevent congestion and confusion.
6. Insist that your class stay in single file as they begin to move by the designated routes. (The designated student leading and the instructor at the end of the line).

**State of California Government Code Chapter 8, Division IV, Title I of the State of California Government Code, states that all public employees become emergency service workers in the event of declared emergency. This means that all school county employees will be required to work in this capacity in the case a disaster occurs and a state of emergency is declared.*

Complete Evacuation or Relocation (Plan Evacuation Routes)

Quadrant 1: Meet at Parking Lot 7 (Alternate Location Parking Lot 3)

Quadrant 2: Meet at Parking Lot 6 (Alternate Location Parking Lot 4)

Quadrant 3: Meet at Parking Lot 3 (Alternate Location Parking Lot 7)

Quadrant 4: Meet at Parking Lot 4 (Alternate Location Parking Lot 6)

After you take roll in your assigned areas, proceed to Quadrant 4 Parking Lot 7. **DO NOT RELEASE YOUR STUDENTS UNTIL THEY HAVE CHECKED IN AT PARKING LOT 7.**

Evacuation (Classes not in Session)

1. An announcement will be broadcasted over the two way radios that states “All students and staff, please evacuate to your designated areas”.
2. Staff members in their rooms during the evacuation announcement should lock their door and proceed immediately towards their designated areas “herding” students as they go.
3. All school staff should proceed quickly to their designated areas to assist in providing student supervision.
4. The school secretary will bring a master copy of student contact rosters. • Students will assemble in their First Period classes.
5. First period teachers will report to the school secretary as their names are called and pick up their emergency attendance rosters.
6. When all students have reported to their class, and roll has been taken, the attendance will be collected by the school secretary.
7. When it is safe to return to class, students will be released, one class at a time. It is imperative that you maintain a single file formation to prevent congestion while moving down the sidewalk, corridors, and pathways.

| EMERGENCY | WARNING | ACTION |
|--------------------------|---|---|
| FIRE | Radio/Alarm/Emergency Notification System (ENS) | Leave building by posted route or alternate if necessary |
| FLOOD | Radio/Weather Conditions/ENS | Stand by for directions; possible relocation |
| FALLEN AIRCRAFT | None/ENS | Duck, Cover, Hold If necessary, evacuate building |
| EARTHQUAKE | Shaking/ENS | Duck, Cover, Hold If necessary, evacuate building at cessation of quake |
| CHEMICAL ACCIDENT | None/ENS | Stand by for Directions |
| WINDSTORM | Radio Announcement/ENS | Duck, Cover, Hold Stand by for directions |

| | | |
|------------------------|---------------------------------------|--|
| BOMB THREAT | Private Messenger/ENS | Evacuate Building Search classroom/grounds DO NOT APPROACH ANY SUSPICIOUS DEVICE OR OBJECT If suspicious object is found notify S.A.F.E Commanding Officer |
| CIVIL DEFENSE | Radio Announcement/ENS | Duck and Cover Evacuate Building at the direction of the S.A.F.E. Commanding Officer Dismissal at the direction of the S.A.F.E. Commanding Officer |
| IMMINENT DANGER | Radio Announcement of “Code Red” /ENS | Shelter in place: All students should duck, cover and hold. Lock doors close window coverings. Remain inside. Stand by for directions from the S.A.F.E. Commanding Officer. |

Fire

In case of fire at this location, the first priority is to protect human life. Secondary consideration is to preserve the property.

1. Announce on the intercom to evacuate the building.
2. Direct personnel to re-route classrooms whose exit path is affected by the location of the fire.
3. Students are to leave their personal possessions.
4. Teachers must clear their rooms, take red attendance folder and relevant student information, and close doors and windows.
5. Teachers accompany students to designated areas and conduct roll call.
6. All students and staff are to remain in the assembly area until the all clear signal is given. This will be an announcement of “All Clear” by the S.A.F.E. Commanding Officer.

Before a Fire Occurs

- Facilitate annual fire prevention inspections by the local fire agency or State Fire Marshal's office.
- Ensure correct handling of hazardous materials.
- Remove damaged electrical or gas equipment from use.
- Direct a quarterly inspection of all fire extinguishers.
- Conduct, evaluate, and document fire drills.

After a Fire Occurs

- Ensure that the facility is safe before announcing “All Clear”
- Report all fires and suspected arson to the College of Sequoias Police Department.
- Cooperate with investigation and implement prevention measures if recommended by the fire agency.

Earthquake

Earthquakes are a form of disaster that gives no advanced warning. Therefore, earthquake drills should be conducted on a semi-annual basis. To ensure student and staff safety, use the following procedures.

Inside Buildings

- All pupils and staff should immediately turn away from glass areas and place themselves under tables and desks. If in a lab classroom, place themselves next to the lab tables.
- Students are to remain in this position until the teacher determines it is safe to resume normal class operations.
- If structural damage, window breakage, etc. has been sustained, the teacher is to follow normal fire drill procedures following termination of the quake.
- The S.A.F.E. Commanding Officer will determine the extent of damage and will call the maintenance department for clearance before having students and staff re-enter the building if structural damage is noted.
- Students are not to be dismissed from school until an administrator has given clearance.

Outside the Buildings

- Students and staff are to remain in a clear area free from any potential falling objects. Examples: Trees, power lines, buildings, light poles, etc.
- Students are to be under direct supervision of adults who in turn will wait for

instruction from the S.A.F.E. Commanding Officer or designee as to the appropriate dismissal of the students.

- Under no circumstances should students or adults attempt to return to the building during an earthquake.

Follow Up Survey

A survey of injuries should be made as soon as possible. Notify the school secretary of any injuries if help is needed. Report the names of students and description of any injuries. Further instructions will be given over the radios as soon as is possible.

Inspections

DO NOT RE-ENTER BUILDING WITH VISIBLE STRUCTURAL DAMAGE UNTIL IT HAS BEEN INSPECTED BY QUALIFIED PERSONS.

Drive By Shooting / Show By

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is safety of students and staff.

The locations of greatest risk are the perimeters of the school and entrance areas due to accessibility of vehicles.

If you suspect that shots may be fired from a passing vehicle:

- Have staff and students lie flat on the ground and keep as low as possible.
- If safety is possible, look at the vehicle, try to identify:
 - License
 - Make, Model, Year of Vehicle
 - Occupants
 - Weapons

Immediately after the vehicle is gone:

1. Notify campus police
2. Assess injuries, if any and report to S.A.F.E. Commanding Officer
3. Have students move safely and quickly to the nearest shelter (building). Do not move those seriously injured. If they are ambulatory, move them to a shelter.

4. Immediately notify the Crisis Management Center in the Front Office or designated area, report the situation and the extent of the injuries.
5. Stay with the injured until emergency services arrive.
6. If the media arrive, they should be directed to the S.A.F.E. Commanding Officer.
7. Assist the police with as much detail as possible.
8. Alert nearby schools of the incident if potential exists for them to be affected.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM AND IN CONTROL.

Fallen Aircraft

In the event of a fallen aircraft, teachers/administrators should instruct students to implement Duck, Cover and Hold procedures. If building(s) or site is evacuated, all students/staff shall:

1. Maintain a safe distance from aircraft (for jet aircraft 400 yards; for military aircraft, use greater caution).
2. Move away and up wind from aircraft, allowing for explosion.

In the event of an explosion, the S.A.F.E. Commanding Officer or School official should determine the extent of damage and the potential for life-threatening hazards. If an explosion is in or near a building, immediately order evacuation according to the “Site Plan”. In the case of a life-threatening situation, the school principal should enlist immediate assistance from other school staff to ensure safety of and accountability for all students and staff. (*Teachers must keep class roll with them at all times*). The principal should ensure that no one returns to the building for any reason until such building is officially declared safe by the fire department.

Hostage Crisis

It is possible that students and/or staff could be drawn into a hostage crisis. If your site should be faced with this crisis, your ability to act appropriately will be of extreme importance to the safety of students and personnel, as well as your own.

All students and staff who are on site, but not in imminent danger should follow “shelter in place” procedures. Close and lock all doors, close window coverings, stay away from the doors and windows, and wait quietly for future instructions.

Your actions during the crisis will enhance your chances of survival. As a hostage, follow the guidelines below:

1. Obey terrorist orders, do not become antagonistic.
2. Be courteous and polite to the terrorist and other hostages.
3. Do not debate, argue, or discuss political issues with the terrorist or other hostages.

4. Talk in a normal voice. Avoid whispering when talking to hostages and avoid raising your voice when talking to the terrorist.
5. Avoid abrupt movements. Keep movement to a minimum and in view.
6. Locate students and yourself away from the windows and doors and as far away from the terrorist as possible
7. Answer all questions unless your position may pose a threat to the terrorist or to their ideologies.
8. Inform captors of any medical conditions or special disabilities of all hostages.
9. Do not discuss possible actions to be taken by other agencies, school district, colleagues, medical or parents.
10. STAY CALM

TRY TO INFORM ANY OF THE FOLLOWING AGENCIES BUT NOT AT THE RISK OF LIVES.

- Emergency Dispatch on COS phone: 9-911
- Emergency Dispatch on outside line: 911
- College of the Sequoias District Police: 730-3999
- Visalia Fire Department: 734-8116
- Tulare County Office of Education: 733-6300

REMEMBER: Time and calmness are your greatest allies.

Chemical Spill On/Off Campus

Chemical Spill on Campus:

Should a chemical spill occur on campus, the following precautions should be taken:

1. Evacuate the area of campus nearest the spill (classroom, wing etc.). Be sure to locate the students upwind from the spill
2. Notify the office immediately
3. Shutdown the recirculation air conditioning system
4. Contact Emergency Services at 9-1-1
5. Follow all directions given by emergency personnel.

If a full evacuation is necessary, evacuate the building utilizing the fire drill routes and procedures.

Chemical Spill Near Campus:

Should a chemical spill occur near campus, the following precautions should be taken:

1. Shelter in place.
2. Notify office immediately
3. Shut down recirculation air conditioning system
4. Contact Emergency Services at 9-1-1
5. Follow all directions given by emergency personnel.

Civil Defense / Disorder

If a civil defense reaction should be required, cooperate with local civil defense procedures. The goal is to protect students and all personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Action: Shelter in place- secure everyone indoors.

1. Teachers are to get everyone inside, including students seeking shelter.
2. Supervise the area outside until most students are in the rooms.
3. Lock the doors, close the curtains.
4. Students are to be seated and roll taken.
5. Remain in room until “All Clear” announcement is given.

Bomb Threat

All threats directed toward the school must be taken seriously. The site administrator must determine appropriate action in response to a bomb threat. Selective evacuation or full school evacuation may be necessary. Law enforcement must be notified, but the “Bomb Squad” will not be dispatched unless a suspicious object is found. If such an object is found, evacuate the area and call 9-1-1. Do not transmit with two-way radio during a search as explosives may be detonated by electronic signals. Search each area for foreign or suspicious objects, packages, etc. If one is found DO NOT TOUCH IT.

Action: Person receiving call:

1. Keep the caller on the line. Delay the caller with questions:
 - “What did you say?”
 - “Can you repeat that?”

- “I did not understand you.”
- 2. Gather and record all information about the call. Ask:
 - “Where is the bomb?”
 - “What kind of bomb is it?”
 - “What time will it detonate?”
 - “What does the bomb look like?”
 - “How large of a bomb is it?”
- 3. Note and record all information about the call.
 - Estimate the age of the caller
 - Gender of the caller
 - Voice quality:
 - Accents, Peculiar speech mannerisms.
 - Exact time call was received.
 - Background noises:
 - Other people, Traffic, Music, Etc.
- 4. Repeat all information to the S.A.F.E Commanding Officer

Action Steps:

1. Call 9-1-1
2. Send runners to notify the classrooms
3. Direct systematic search of the office and entire school for unusual or out of place items.
4. This includes mechanical rooms, utility supply rooms, grounds etc.
5. Make necessary reports to the police and fire departments.

Work Place Violence

When threatened by an individual, take these steps in defusing hostility and aggression:

1. Remain calm and non-threatening
2. When given the opportunity, call 9-1-1. Give your name, site name, and location of threatening violence.
3. Keep at least a distance of 3 to 6 feet from the individual.
4. Avoid any type of challenging stance (hands, on hips, face to face etc.)
5. Speak clearly with a moderate tone, volume, rate of speech.
6. Listen to what the person is really saying. Be supportive and empathetic. • Do not talk with your hands.
7. Do not point at the individual.
8. Do not threaten, argue, or treat the individual in a disrespectful manner.
9. Offer to give assistance provided by the supervisor.

If a weapon is involved:

1. Do not make any quick movements.
2. Explain your movements at all times.
3. Speak softly and clearly
4. Cooperate fully with all demands.
5. Attempt to negotiate increased distance between yourself and the individual.
6. Withdraw and summon assistance when able by dialing 9-1-1.

Other Event Management

Any large public gatherings require special attention and planning to ensure a safe activity. Site administration must make sure that there are adequate personnel on hand at such activities. Staff must include certificated employees with one person being designated as “In Charge” of the event. The actual number of staff needed will depend on the type of event, the location of activities, the potential attendance, the time and day of the event, and other criteria.

Staff may be supplemented by College of Sequoias Police Department or private security personnel as deemed appropriate by the school principal.

The potential of acute safety problems at any event demand special considerations. The event may be canceled, relocated, or rescheduled by the principal in advance or during any event. If any emergency occurs during an event, the certificated person in charge must assume the role of principal’s designee and carry out appropriate action.

Bullying and Cyber Bullying

The University preparatory High School Student/Parent Handbook addresses the topic of Bullying and Cyber Bullying. The handbook lists and discusses examples of bullying and cyberbullying including definitions and their effects.

Prevention

To the extent possible, UPHS shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through the UPHS Student/Parent Handbook and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

UPHS administration will review with student’s appropriate behavior that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and

appropriate online behavior.

Each semester in our UPHS Homeroom lessons, our students spend four days during their Homeroom period learning about how to prevent and deal with situations regarding bullying and cyber bullying. Students read articles, watch videos, and discuss with each other and as a class the causes, signs, and effects of bullying and cyberbullying in the school and the life of teenagers.

Each lesson regarding the topic is designed by and placed on the school's Homeroom website by a UPHS teacher. During the one week lesson each teacher, and students, lead the lesson in the homeroom class.

Training

As per AB 2291, UPHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

All staff members will complete an annual online training prior to the start of the school year related to bullying and bullying prevention, including cyberbullying. The staff will complete the Bullying Module-School Safety, online.

Intervention

Students are encouraged to notify staff when they are being bullied or suspect that another student is being victimized. In addition, the school administration shall develop means for students to report threats or incidents confidentially and anonymously.

Staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the administration shall notify the parents'/guardians of victims and perpetrators. He/she also may involve county office counselors, mental health counselors, and/or law enforcement.

Preventing Opioid Overdoses

The University preparatory High School Student/Parent Handbook addresses the topic of preventing opioid overdoses.. The handbook lists and discusses the most recent Assembly Bill (AB) 889 and Senate Bill (SB) 10 which focus on preventing opioid overdoses in California public schools.

AB 889 - Annual Notice to Parents Guardians Regarding Synthetic Drugs

(LEAs) are required to notify parents or guardians regarding the dangers associated with using unprescribed synthetic drugs, such as fentanyl, through updates to the annual notice. As a

reminder, the annual notice should be provided at the beginning of the first semester/quarter of the regular school term. In addition to updating the annual notice, LEAs will also be required to make information regarding the use of synthetic drugs available on their websites, if the LEA maintains a website, for parents or guardians to easily access

SB 10 - School Safety Plan and Melanie's Law

Melanie's Law becomes effective January 1, 2024, and requires schools serving students in grades seven through twelve to include protocols for responding to a student who may be suffering from an opioid overdose as part of their comprehensive school safety plans. The protocols should specify strategies for the prevention and treatment of opioid overdoses. Notably, SB 10 will also apply to charter schools

Melanie's Law also encourages State and county-wide collaborative efforts to spread awareness about opioid overdose and prevention. It encourages county offices of education to create a county working group for the purpose of outreach, increasing awareness, and collaborating with local health agencies to help prevent fentanyl overdoses.

At the State level, Melanie's Law requires the [California Department of Education](#) (CDE) to establish a working group on fentanyl education in schools and develop a "School Training and Resource Guide for Opioid Overdose Prevention and Treatment," that will serve as a [toolkit](#) for school staff. The toolkit will be distributed to all LEAs and maintained on the CDE's website.

The bill also expands training around the prevention of opioid overdoses in schools, which UPHS participated in at the beginning of the school year. UPHS has naloxone (Narcan) in the office and staff are aware of how to administer to a student exhibiting signs of fentanyl overdose.

Fentanyl Overdoes Signs *(from the CDC - See link below)*

- Small, constricted "pinpoint pupils"
- Falling asleep or losing consciousness
- Slow, weak, or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

What to do if you think someone is overdosing *(from the CDC - See link below)*

1. Call 911 immediately
2. Administer naloxone (Narcan)
3. Try to keep the student awake and breathing
4. Lay the person on their side to prevent choking
5. Stay with the person until emergency assistance arrives

Additional information at the [Center for Disease Control and Prevention \(CDC\)](#)

Existing law requires the CDE to offer training in recognizing the signs and symptoms of youth behavioral health disorders, including common psychiatric conditions and substance use disorders, such as opioid and alcohol abuse. This bill expands the CDE's training programs for school staff to include the use of emergency opioid antagonists for the purposes of treating an opioid overdose.

In enacting SB 10, the Legislature has clarified that LEAs should use alternatives to a referral to a law enforcement agency in response to an incident involving a student misusing opioids, to the extent it does not conflict with any other law requiring referral. Such alternatives could include restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support.

UPHS Safety Plan Approvals

2023-2024

Safety Council Review Date: November 14, 2023

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tim A. Hire, Tulare County Superintendent of Schools

SUBJECT:

First Reading of Board Bylaw 9320 - Meetings and Notices

DESCRIPTION/SUMMARY:

This is a mandated bylaw being updated and revised according to law.

This bylaw is being updated to reflect the procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for Just Cause" set forth in AB 361 and AB 557; and the procedure for complying with the Brown Act when distributing materials to the County Board less than 72 hours before a regular meeting and outside of regular business hours, set forth in AB 2647.

FINANCING:

N/A

RECOMMENDATION:

Review board bylaw.

Bylaws of the Board

Meetings and Notices

The County Board of Education shall hold regular meetings according to a schedule adopted by the Board at the organization meeting.

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. A Board meeting exists whenever a majority of its members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Board. [Government Code Section 54952.2]

The notice of all regular and special meetings of the Board shall contain the meeting time, place and a brief description of each business item to be transacted or discussed. Only those items of business listed in the notice shall be considered at a meeting, except as authorized by Government Code Section 54954.2.

All meetings of the County Board of Education, except closed sessions, shall be open to the public. In accordance with state open meeting laws, the Board shall hold its meeting in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified in law. To encourage community involvement, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Board-adopted bylaws.

Direct communication, personal intermediaries and technological devices shall not be used by a majority of Board members to develop a collective concurrence as to an action that members will take on any item of Board or Tulare County Office of Education business. [Government Code Section 54952.2]

Meetings shall be held within Board boundaries, except when otherwise allowed by law. [Government Code Section 54954]

Meetings shall be held in a facility that is accessible to all persons, including disabled persons, without charge. [Government Code Section 54961]

Regular Meetings

The Board shall hold one (1) regular meetings each month. Regular meetings shall be held at 3:00 p.m. on the second Wednesday of each month in the Board Room of the County Education Building in Visalia. With Board approval, regular meetings may be scheduled at various sites throughout the County where the Office of Education operates programs or classes.

At least seventy-two (72) hours prior to a regular meeting, the agenda shall be posted in the County Education Building in one or more locations freely accessible to members of the public. [Government Code Section 54954.2]

Bylaws of the Board

Meetings and Notices (continued)

Regular Meetings (continued)

Every agenda for regular meetings shall provide for an opportunity for members of the public to directly address the Board on items of interest to the public that are within the subject matter jurisdiction of the Board, provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by Government Code Section 54054.2 (b). The agenda shall provide members of the public the opportunity to address the Board on any item before or during the Board's consideration of the item.

Upon request, the local media shall be mailed the annual calendar of regular Board meetings. Any changes to the calendar shall be mailed prior to the meeting.

Special Meetings (Non-emergency)

Special meetings may be called by collaboration with the County Superintendent and the President or a majority of the Board members [Government Code Section 54956] whenever necessary. All members of the County Board of Education and the local media who have requested notice, shall be notified, by written notice delivered to them personally or by any other means at least 24 hours in advance of the special meeting, and the purpose or purposes for which it is called. Notices of special meetings may be delivered electronically including via e-mail or facsimile.

An agenda shall be prepared as specified for regular County Board of Education meetings and shall be delivered with the notice of the special meeting to Board members, together with supporting documents, if any. The agenda shall be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and business to be transacted or discussed.

Only those items of business listed in the agenda for the special meeting shall be considered at that special meeting. Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or after the items are considered.

Special Meetings (Emergency)

In the case where an emergency situation is determined to exist by a majority vote of Board members present at the meeting involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board of Education may hold a special meeting without complying with the 24-hour notice requirement of Government Code Section 54956. An emergency situation means any of the following:

Bylaws of the Board

Meetings and Notices (continued)

Special Meetings (Emergency) (continued)

1. A work stoppage or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the county Board.
2. A crippling disaster which severely impairs public health, safety, or both, as determined by a majority of the members of the County Board of Education.

Each local newspaper of general circulation and radio or television station which has requested notice of special meetings shall be notified by the President of the County Board or the President's designee, one hour prior to the special meeting. In the event that telephone services are not functioning, the notice requirement of one hour is waived, but the County Board or its designee shall notify, as soon after the meeting as possible, such newspapers, radio stations, or television stations of the holding of the meeting, and of any action taken by the Board. [Government Code Section 54956.5]

No closed session may be held during an emergency special meeting, and all other rules governing special meetings shall be observed with the exception of the 24-hour notice.

The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll-call vote, and any actions taken at such meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible. [Government Code Section 54956.5]

Adjourned Meetings

A majority vote by the County Board of Education may adjourn any meeting at any place in the agenda, if less than a quorum of the Board is present, those Board members may adjourn any meeting, to a later time and place which shall be specified in the order of adjournment.

If no members are present at any regular or adjourned regular meeting, the secretary may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings.

Within 24 hours, after a meeting has been adjourned to a later time, a copy of the order or notice of adjournment shall be posted at the meeting site. [Government Code Section 54955]

Teleconferencing

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. [Government Code Section 54953]

Bylaws of the Board**Meetings and Notices (continued)****Teleconferencing (continued)**

During the teleconferenced meeting, at least a quorum of the members of the Board shall participate from locations within the boundaries of the Board.

Agendas shall be posted at all teleconference locations whenever they are posted elsewhere.
[Government Code Section 54953]

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. [Government Code Section 54953]

The teleconferenced meeting or proceeding shall comply with all requirements of the Brown Act and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.
[Government Code Section 54953]

All Board policies, administrative regulations and bylaws shall apply equally to meetings that are teleconferenced. The County Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Hearings

The Board may occasionally convene public hearings. Such hearings are held solely to allow the Board and members of the public to receive information.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Other Gatherings

Attendance by a majority of the Board members at any of the following events is not subject to state open meeting laws provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: [Government Code Section 54952.2]

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school Boards.
2. An open, publicized meeting organized by a person or organization other than the Tulare County Office of Education to address a topic of local community concern.
3. An open and noticed meeting of a legislative body of another local agency.
4. A purely social or ceremonial occasion.

Bylaws of the Board**Meetings and Notices (continued)****Annual Organizational Meeting**

The County Board of Education shall organize at a meeting held in each year by electing one of its number President of the Board. The meeting at which the organization is conducted shall be the first meeting on or after the last Friday in November. At this meeting the Board shall develop a schedule of regular meetings for the year.

Board members, before entering office, shall take and subscribe to the oath or affirmation set forth in Section 3 of Article XX of the Constitution of California.

Meetings Outside District Boundaries

Board meetings may be held outside Tulare County Office of Education boundaries only under one or more of the following circumstances: [Government Code Section 54954]

1. When necessary to comply with state or federal law or court order or to attend a judicial or administrative proceeding to which the Board or Tulare County Office of Education is a party.
2. To inspect real or personal property which cannot conveniently be brought into the boundaries of the Board, provided that the topic of the meeting is limited to items directly related to the property.
3. To participate in meetings or discussions of multi-agency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law.
4. To meet in the closest meeting facility if the Tulare County Office of Education has no meeting facility within the Board's boundaries.
5. To meet with state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the Board or Tulare County Office of Education over which the state or federal officials have jurisdiction.
6. To meet outside the Board's immediate jurisdiction in or near a facility owned by the Tulare County Office of Education provided the meeting is limited to items directly related to that facility.
7. Visit the office of legal counsel of the Board or of the Tulare County Office of Education for a closed session on pending litigation held pursuant to Government Code Section 54956.9 when to do so would reduce legal fees or costs.

Bylaws of the Board

Meetings and Notices (continued)

Legal Reference:

EDUCATION CODE

1009 - Annual organization of Board

1011 - Regular meetings

1012 - Special Meetings

1013 - Quorum

1016 - Permitted proceedings at special meetings

GOVERNMENT CODE:

54950-54957.9 - Meetings

54953 - Meetings to be open and public; attendance

54954 - Time and place of regular meeting; holidays; emergencies

54954.2 - Agenda posting requirements; Board actions

54955 - Adjournment; adjourned meetings

54956 - Special meetings; call; notice

54956.5 - Special meeting in emergency situation

Bylaw adopted
by the Board: 11/19/80
Revised: 10/7/87
Revised: 1/13/99

Tulare County Board of Education
Visalia, CA

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board
BB 9320
Meetings and Notices

Meetings and Notices

~~The County Board of Education shall hold regular meetings according to a schedule adopted by the Board at the organization meeting.~~

~~The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. A Board meeting exists whenever a majority of its members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Board. [Government Code Section 54952.2]~~

~~The notice of all regular and special meetings of the Board shall contain the meeting time, place and a brief description of each business item to be transacted or discussed. Only those items of business listed in the notice shall be considered at a meeting, except as authorized by Government Code Section 54954.2.~~

All meetings **Meetings** of the **Tulare** County Board of Education, ~~except closed sessions, shall be open to the public.~~ are conducted for the purpose of accomplishing **County Board business**. In accordance with state open meeting laws (**Brown Act**), the **County** Board shall hold its meetings in public and shall conduct closed sessions during ~~these such~~ meetings only ~~to discuss confidential matters specified in~~ **as authorized by law**. To encourage community involvement **in the schools**, **County Board** meetings shall provide opportunities for questions and comments by members of the public, ~~and shall be conducted in accordance with law and Board adopted bylaws.~~ **All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.**

A County Board meeting exists whenever a majority of County Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board. [Government Code 54952.2]

~~Direct communication, personal intermediaries and technological devices shall not be used by a majority of Board members to develop a collective concurrence as to an action that members will take on any item of Board or Tulare County Office of Education business. [Government Code Section 54952.2]~~

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. [Government Code 54952.2]

However, the County Superintendent of Schools or a Tulare County Office of Education (TCOE) employee or official may engage in separate conversations or communications with County Board members in order to answer questions or provide information regarding an item within the subject matter

jurisdiction of the County Board, as long as that person does not communicate the comments or position of any County Board members to other County Board members. [Government Code 54952.2]

~~Meetings shall be held within Board boundaries, except when otherwise allowed by law. [Government Code Section 54954]~~

~~Meetings shall be held in a facility that is accessible to all persons, including disabled persons, without charge. [Government Code Section 54961]~~

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. [Government Code 54953, 54953.2, 54954.1, 54954.2]

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. [Government Code 54953]

Regular Meetings

The County Board shall hold one (1) regular meetings each month. Regular meetings shall be held at 3:00 p.m. on the second Wednesday of each month in the ~~Board Room of the County Education Building in~~ Tulare County Office of Education Administration & Conference Center, 6200 South Mooney Boulevard, Visalia. With Board approval, regular meetings may be scheduled at various sites throughout the County where the Office of Education operates programs or classes.

At least seventy-two (72) hours prior to a regular meeting, the agenda shall be posted ~~in the County Education Building in~~ at one or more locations freely accessible to members of the public, and on TCOE's web site. [Government Code Section 54954.2]

~~Every agenda for regular meetings shall provide for an opportunity for members of the public to directly address the Board on items of interest to the public that are within the subject matter jurisdiction of the Board, provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by Government Code Section 54954.2 (b). The agenda shall provide members of the public the opportunity to address the Board on any item before or during the Board's consideration of the item.~~

Upon request, the local media shall be mailed the annual calendar of regular Board meetings. ~~Any changes to the calendar shall be mailed prior to the meeting.~~

Special Meetings ~~(Non-emergency)~~

Special meetings ~~of the County Board~~ may be called by ~~collaboration with the County Superintendent and the President or a majority of the Board members~~ [Government Code Section 54956] whenever necessary: the County Board President when exigencies require them to be held, or whenever any three members of the County Board make a written request for such a meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent. [Education Code 1012; Government Code 54956] All members of the County Board of Education and the local media who have requested notice, shall be notified, by written notice delivered to them personally or by any other means at least 24 hours in advance of the special meeting, and the purpose or purposes for which it is called. Notices of special meetings may be delivered electronically including via e-mail or

facsimile. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public and shall be posted on TCOE's web site. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. [Government Code 54956]

~~An agenda shall be prepared as specified for regular County Board of Education meetings and shall be delivered with the notice of the special meeting to Board members, together with supporting documents, if any. The agenda shall be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and business to be transacted or discussed.~~

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. [Government Code 54956]

~~Only those items of business listed in the agenda for the special meeting shall be considered at that special meeting.~~ Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or after during the items-are-considered. consideration. [Government Code 54954.3]

~~Special Meetings (Emergency)~~ Emergency Meetings

In the case where of an emergency situation is determined to exist by a majority vote of Board members present at the meeting involving matters upon for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board of Education may hold a special an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement of for special meetings pursuant to Government Code Section 54956. The County Board shall comply with all other requirements for special meetings during an emergency meeting. [Government Code 54956.5]

An emergency situation means any either of the following:

1. An emergency, which shall be defined as a A work stoppage, crippling activity, or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the eCounty Board.
2. A dire emergency, which shall be defined as a A crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the County Board to provide one- hour notice before holding an emergency meeting may endanger the which severely impairs public health, safety, or both, as determined by a majority of the members of the County Board of Education.

~~Each local newspaper of general circulation and radio or television station which has requested notice of special meetings shall be notified by the President of the County Board or the President's designee, one hour prior to the special meeting.~~ Except in the case of a dire emergency, the County Board President or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. In the event that If telephone services are not functioning, the notice requirement of one hour is waived and, but the County Board or its designee shall notify, as soon after the meeting as possible, such newspapers, radio stations, or television stations those media representatives of the holding-of-the meeting, and shall describe the purpose of the meeting

and of any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time notification is given to the other County Board members about the meeting. [Government Code Section 54956.5]

~~No closed session may be held during an emergency special meeting, and all other rules governing special meetings shall be observed with the exception of the 24-hour notice.~~

The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll-call vote, and any actions taken at such meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible. [Government Code Section 54956.5]

Adjourned/Continued Meetings

~~A majority vote by the County Board of Education may adjourn any meeting at any place in the agenda, if less than a quorum of the Board is present, those Board members may adjourn any meeting, to a later time and place which shall be specified in the order of adjournment.~~

~~If no members are present at any regular or adjourned regular meeting, the secretary may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings.~~

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. [Government Code 54955]

Within 24 hours, after a meeting has been adjourned to a later time, a copy of the order or notice of adjournment shall be posted at the meeting site. [Government Code Section 54955]

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act.

Traditional Teleconferencing

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. [Government Code 54953]

The County Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. [Government Code Section 54953]

During the teleconferenced meeting, at least a quorum of the ~~members of the~~ County Board members shall participate from locations within the boundaries of the Board County. [Government Code 54953]

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right of the public to address the County Board directly at each teleconference location. [Government Code Section 54953]

The teleconferenced meeting or proceeding shall comply with all requirements of the Brown Act and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding. [Government Code Section 54953]

~~All Board policies, administrative regulations and bylaws shall apply equally to meetings that are teleconferenced. The County Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.~~

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, Agendas agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. [Government Code Section 54953]

All teleconference locations shall be accessible to the public and the public shall have the right to address the County Board directly at each teleconference location. Additional teleconference locations may be provided to the public. [Government Code 54953]

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the County Board, a County Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the County Board member from attending in person. The County Board member requesting to appear remotely shall notify the County Board of the emergency situation as soon as possible and provide a concise general description of the circumstances relating to the County Board member's need to appear remotely. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. [Government Code 54953]

A County Board member may not appear remotely under emergency circumstances for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. [Government Code 54953]

When a County Board member is approved to participate remotely due to emergency circumstances, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. [Government Code 54953]

If permitted to participate remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the Board member's relationship with such individuals. [Government Code 54953]

TCOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information

describing how members of the public can access the platform. [Government Code 54953]

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. [Government Code 54953]

Teleconferencing for "Just Cause"

A County Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A County Board member appearing for just cause shall notify the County Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. [Government Code 54953]

Just Cause may exist for any of the following: [Government Code 54953]

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely
2. A contagious illness prevents a County Board member from attending in person
3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A County Board member is traveling while on official business of the County Board or another state or local agency

When a County Board member participates remotely for just cause, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. [Government Code 54953]

If the County Board member participates remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the Board member's relationship with such individuals. [Government Code 54953]

TCOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. [Government Code 54953]

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. [Government Code 54953]

Teleconferencing During a Proclaimed State of Emergency

The County Board may conduct board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the County Board directly at each teleconference location, and ensuring that at least a quorum of the County Board participate from locations within TCOE boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: [Government Code 54953]

1. The County Board holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees
2. The County Board holds a meeting during a proclaimed state of emergency and has determined, by majority vote as described in Item #1 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes, the following requirements shall be satisfied: [Government Code 54953]

1. The notice and agenda shall be as given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the County Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the County Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a County Board meeting and shall be provided an opportunity to address the County Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the County Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a County Board meeting a disruption occurs which prevents TCOE from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the County Board's control that prevents members of the public from offering public comments, the County Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The County Board may, in its discretion, provide a physical location from which the public may attend or comment. [Government Code 54953]

The County Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 45 days after teleconferencing for the first time, and every 45 days thereafter, that either: [Government Code 54953]

1. The County Board has reconsidered the circumstances of the state of emergency
2. The state of emergency continues to directly impact the ability of the County Board to meet safely in person

Hearings

The County Board may occasionally convene public hearings. Such hearings are held solely to allow the Board and members of the public to receive information.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to state open meeting laws provided that a majority of the Board members do not discuss specific ~~district~~ County Board business among themselves other than as part of the scheduled program: [Government Code 54952.2]

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to ~~school Boards~~ County Board members.
2. An open, publicized meeting organized by a person or organization other than ~~the Tulare County Office of Education~~ TCOE to address a topic of local community concern.
3. An open and noticed meeting of a legislative body of another local agency.
4. A purely social or ceremonial occasion.
5. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers.
6. An open and noticed meeting of another body of TCOE.

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. [Government Code 54952.2]

~~Annual Organizational Meeting~~

~~The County Board of Education shall organize at a meeting held in each year by electing one of its number President of the Board. The meeting at which the organization is conducted shall be the first meeting on~~

~~or after the last Friday in November. At this meeting the Board shall develop a schedule of regular meetings for the year.~~

~~Board members, before entering office, shall take and subscribe to the oath or affirmation set forth in Section 3 of Article XX of the Constitution of California.~~

~~Meetings Outside District Boundaries~~ **Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. [Government Code 54961]

~~Board meetings may be held outside Tulare County Office of Education boundaries only under one or more of the following circumstances~~ Meetings shall be held within TCOE boundaries, except to do any of the following: [Government Code Section 54954]

1. When necessary to comply with state or federal law or court order or to attend a judicial or administrative proceeding to which the Board or Tulare County Office of Education is a party.
2. To inspect real or personal property which cannot conveniently be brought into the boundaries of the ~~Board~~ **County**, provided that the topic of the meeting is limited to items directly related to the property.
3. To participate in meetings or discussions of multi-agency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law.
4. To meet in the closest meeting facility if the Tulare County Office of Education has no meeting facility within the Board's boundaries.
5. To meet with state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the Board or Tulare County Office of Education over which the state or federal officials have jurisdiction.
6. To meet outside the Board's immediate jurisdiction in or near a facility owned by the Tulare County Office of Education provided the meeting is limited to items directly related to that facility.
7. Visit the office of legal counsel of the Board or of the Tulare County Office of Education for a closed session on pending litigation held pursuant to Government Code Section 54956.9 when to do so would reduce legal fees or costs.

Meetings exempted from the boundary requirements, as specified in Items #1-7 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the County Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting location unsafe, meetings shall be held for the duration of the emergency at a place designated by the County Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. [Government Code 54954]

Legal Reference:

EDUCATION CODE

~~1009 – Annual organization of Board~~

1011 –Regular meetings

1012 –Special Meetings

~~1013 – Quorum~~

~~1016 – Permitted proceedings at special meetings~~

GOVERNMENT CODE

3511.1 –Local agency executives

11135 –Unlawful discrimination

~~54950 – 54957.9 – Meetings~~ 54950-54963 –The Ralph M. Brown Act

54953 –Meetings to be open and public; ~~attendanee~~ teleconferencing

54954 –Time and place of regular meetings; ~~holidays; emergencies~~

54954.2 –Agenda posting requirements; board actions

54955 –Adjournment; adjourned meetings

54956 –Special Meetings; ~~call; notice~~

54956.5 – ~~Special meeting in emergency situation~~ Emergency meetings

7920.000-7930.170 –California Public Records Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 –Effective communications

36.303 –Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

UNITED STATES CODE, TITLE 42

42 USC 12101-12213 –Americans with Disabilities Act

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Management Resources:

CSBA PUBLICATION

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATION

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATION

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www/ag/ca/gov>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

Bylaw adopted: 11/19/1980

~~by the Board: 11/19/80~~

Revised: 10/7/1987, 1/13/1999, ___ / ___ /2024

~~Revised: 1/13/99~~

Tulare County Board of Education

Visalia, ~~CA~~ California

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board
BB 9320
Meetings and Notices

Meetings and Notices

Meetings of the Tulare County Board of Education are conducted for the purpose of accomplishing County Board business. In accordance with state open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, County Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

A County Board meeting exists whenever a majority of County Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board. [Government Code 54952.2]

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. [Government Code 54952.2]

However, the County Superintendent of Schools or a Tulare County Office of Education (TCOE) employee or official may engage in separate conversations or communications with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as that person does not communicate the comments or position of any County Board members to other County Board members. [Government Code 54952.2]

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. [Government Code 54953, 54953.2, 54954.1, 54954.2]

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. [Government Code 54953]

Regular Meetings

The County Board shall hold one (1) regular meeting each month. Regular meetings shall be held at 3:00 p.m. on the second Wednesday of each month in the Tulare County Office of Education Administration & Conference Center, 6200 South Mooney Boulevard, Visalia. With Board approval, regular meetings

may be scheduled at various sites throughout the County where the Office of Education operates programs or classes.

At least seventy-two (72) hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public, and on TCOE's web site. [Government Code Section 54954.2]

Upon request, the local media shall be mailed the annual calendar of regular Board meetings.

Special Meetings

Special meetings of the County Board may be called by the County Board President when exigencies require them to be held, or whenever any three members of the County Board make a written request for such a meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent. [Education Code 1012; Government Code 54956] All members of the County Board of Education and the local media who have requested notice, shall be notified, by written notice delivered to them personally or by any other means at least 24 hours in advance of the special meeting, and the purpose or purposes for which it is called. Notices of special meetings may be delivered electronically including via e-mail or facsimile. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public and shall be posted on TCOE's web site. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. [Government Code 54956]

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. [Government Code 54956]

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the items consideration. [Government Code 54954.3]

Emergency Meetings

In the case of an emergency for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board of Education may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code Section 54956. The County Board shall comply with all other requirements for special meetings during an emergency meeting. [Government Code 54956.5]

An *emergency situation* means either of the following:

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity which severely impairs public health, safety, or both, as determined by a majority of the members of the County Board.
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the County Board to provide one- hour notice before holding an emergency meeting may endanger the public health, safety, or both, as determined by a majority of the members of the County Board.

Except in the case of a dire emergency, the County Board President or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, but the County Board or its designee shall notify, as soon after the meeting as possible, those media representatives of the meeting, and shall describe the purpose of the meeting and of any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time notification is given to the other County Board members about the meeting. [Government Code Section 54956.5]

The minutes of the meeting, a list of persons the President or designee notified or attempted to notify, a copy of the roll-call vote, and any actions taken at such meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible. [Government Code Section 54956.5]

Adjourned/Continued Meetings

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. [Government Code 54955]

Within 24 hours, after a meeting has been adjourned to a later time, a copy of the order or notice of adjournment shall be posted at the meeting site. [Government Code Section 54955]

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act.

Traditional Teleconferencing

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. [Government Code 54953]

The County Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. [Government Code Section 54953]

During the teleconferenced meeting, at least a quorum of the County Board members shall participate from locations within the boundaries of the County. [Government Code 54953]

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right of the public to address the County Board directly at each teleconference location. [Government Code Section 54953]

The teleconferenced meeting or proceeding shall comply with all requirements of the Brown Act and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding. [Government Code Section 54953]

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. [Government Code Section 54953]

All teleconference locations shall be accessible to the public and the public shall have the right to address the County Board directly at each teleconference location. Additional teleconference locations may be provided to the public. [Government Code 54953]

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the County Board, a County Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the County Board member from attending in person. The County Board member requesting to appear remotely shall notify the County Board of the emergency situation as soon as possible and provide a concise general description of the circumstances relating to the County Board member's need to appear remotely. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. [Government Code 54953]

A County Board member may not appear remotely under emergency circumstances for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. [Government Code 54953]

When a County Board member is approved to participate remotely due to emergency circumstances, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. [Government Code 54953]

If permitted to participate remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the Board member's relationship with such individuals. [Government Code 54953]

TCOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. [Government Code 54953]

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the

County Board shall not take action on agenda items until public access to the meeting is restored. [Government Code 54953]

Teleconferencing for "Just Cause"

A County Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A County Board member appearing for just cause shall notify the County Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. [Government Code 54953]

Just Cause may exist for any of the following: [Government Code 54953]

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely
2. A contagious illness prevents a County Board member from attending in person
3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A County Board member is traveling while on official business of the County Board or another state or local agency

When a County Board member participates remotely for just cause, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. [Government Code 54953]

If the County Board member participates remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the Board member's relationship with such individuals. [Government Code 54953]

TCOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. [Government Code 54953]

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. [Government Code 54953]

Teleconferencing During a Proclaimed State of Emergency

The County Board may conduct board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the County Board directly at each teleconference location, and ensuring that at least a quorum of the County Board participate from locations within TCOE boundaries, during a proclaimed state of

emergency pursuant to Government Code 8625-8629 in any of the following circumstances: [Government Code 54953]

1. The County Board holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees
2. The County Board holds a meeting during a proclaimed state of emergency and has determined, by majority vote as described in Item #1 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes, the following requirements shall be satisfied: [Government Code 54953]

1. The notice and agenda shall be as given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the County Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the County Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a County Board meeting and shall be provided an opportunity to address the County Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the County Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a County Board meeting a disruption occurs which prevents TCOE from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the County Board's control that prevents members of the public from offering public comments, the County Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The County Board may, in its discretion, provide a physical location from which the public may attend or comment. [Government Code 54953]

The County Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 45 days after

teleconferencing for the first time, and every 45 days thereafter, that either: [Government Code 54953]

1. The County Board has reconsidered the circumstances of the state of emergency
2. The state of emergency continues to directly impact the ability of the County Board to meet safely in person

Hearings

The County Board may occasionally convene public hearings. Such hearings are held solely to allow the Board and members of the public to receive information.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to state open meeting laws provided that a majority of the Board members do not discuss specific County Board business among themselves other than as part of the scheduled program: [Government Code 54952.2]

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to County Board members.
2. An open, publicized meeting organized by a person or organization other than the Tulare County Office of Education to address a topic of local community concern.
3. An open and noticed meeting of a legislative body of another local agency.
4. A purely social or ceremonial occasion.
5. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers.
6. An open and noticed meeting of another body of TCOE.

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. [Government Code 54952.2]

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. [Government Code 54961]

Meetings shall be held within TCOE boundaries, except to do any of the following: [Government Code Section 54954]

1. When necessary to comply with state or federal law or court order or to attend a judicial or administrative proceeding to which the Board or Tulare County Office of Education is a party.
2. To inspect real or personal property which cannot conveniently be brought into the boundaries of the County, provided that the topic of the meeting is limited to items directly related to the property.
3. To participate in meetings or discussions of multi-agency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law.
4. To meet in the closest meeting facility if the Tulare County Office of Education has no meeting facility within the Board's boundaries.
5. To meet with state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the Board or Tulare County Office of Education over which the state or federal officials have jurisdiction.
6. To meet outside the Board's immediate jurisdiction in or near a facility owned by the Tulare County Office of Education provided the meeting is limited to items directly related to that facility.
7. Visit the office of legal counsel of the Board or of the Tulare County Office of Education for a closed session on pending litigation held pursuant to Government Code Section 54956.9 when to do so would reduce legal fees or costs.

Meetings exempted from the boundary requirements, as specified in Items #1-7 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the County Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting location unsafe, meetings shall be held for the duration of the emergency at a place designated by the County Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. [Government Code 54954]

Legal Reference:

EDUCATION CODE

1011 –Regular meetings

1012 –Special Meetings

GOVERNMENT CODE

3511.1 –Local agency executives

11135 –Unlawful discrimination

54950-54963 –The Ralph M. Brown Act

54953 –Meetings to be open and public; teleconferencing

54954 –Time and place of regular meetings

54954.2 –Agenda posting requirements; board actions

54955 –Adjournment; adjourned meetings

54956 –Special Meetings

54956.5 –Emergency meetings

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Bylaw adopted: 11/19/1980

Revised: 10/7/1987, 1/13/1999, __/__/2024

Tulare County Board of Education

Visalia, California

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tim A. Hire, Tulare County Superintendent of Schools

SUBJECT:

First Reading of Board Bylaw (BB) 9322 - Agenda/Meeting Materials

This is a mandated bylaw to be adopted. This bylaw repeals/rescinds and removes BB 9323 - Construction of Agenda which is now contained in BB 9322 and is being updated to reflect current laws and TCOE practices.

DESCRIPTION/SUMMARY:

Education Code 35145.5 mandates that district boards adopt reasonable regulations to ensure that members of the public can place matters directly related to school district business on board meeting agendas. Although 35145.5 does not explicitly discuss county boards, the same requirements likely apply to county boards.

This bylaw includes the content of the existing bylaw 9323 and is being revised according to law. The updates reflect the new laws AB 2449 and AB 2647.

The number (9322) and title (Agenda/Meeting Materials) make this bylaw consistent with CSBA's sample policy.

FINANCING:

N/A

RECOMMENDATION:

Review board bylaw.

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board

BB ~~9323(a)~~ 9322

Agenda/Meeting Materials

~~Construction of Agenda~~

Agenda/Meeting Materials

Agenda Content

Tulare County Board of Education meeting agendas shall reflect the County Board's vision and goals, including a focus on student learning and well-being.

Each agenda shall state the meeting time and place and shall briefly describe each item of business to be transacted or discussed, including items to be discussed in closed session. [Government Code 54954.2]

In order to promote efficient meetings, the County Board may bundle a number of items and act upon ~~more than one item~~ them together by a single vote through the use of a consent calendar agenda. Consent agenda items shall ~~be items~~ address matters of a routine nature ~~or items~~ for which ~~no Board discussion is~~ County Board discussion is not anticipated and for which the County Superintendent recommends approval. In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a ~~regular~~ separate agenda item.

Any County Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. [Government Code 53635.7]

The agenda shall provide members of the public an opportunity to address the County Board on any agenda item, including any consent agenda item, before or during the County Board's consideration of the item. ~~Every~~ The agenda for a regular meeting shall, ~~in addition,~~ also provide members of the public an opportunity ~~for members of the public to directly~~ address the County Board on ~~items of interest to the public that are~~ matters within the subject matter jurisdiction of the County Board; ~~provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by Government Code 54954.2(b).~~ which are not on the agenda. [Education Code 35145.5; Government Code 54954.3]

The agenda does not need to provide an opportunity for public comment on an item that has previously been considered at an open meeting by a committee comprised exclusively of County Board members, provided that members of the public were afforded an opportunity to comment on the item before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. [Government Code 54954.3]

The notice and agenda shall describe the means available for the public to access the meeting and provide public comment in-person and, if a County Board member is appearing remotely due to an emergency circumstance or for just cause pursuant to Government Code 54953, through an internet-based service or call-in option. [Government Code 54953]

The agenda shall ~~specify that an~~ include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires ~~disability-related~~ modification or accommodation in order to participate in the County Board meeting ~~must make a request in writing to the Office of the County Superintendent of Schools at 2637 W. Burrel, Visalia, CA 93278-5091, (559) 733-6301 as soon as possible, but no later than two days before the meeting.~~ as well as the procedure for receiving and resolving such requests as required by law. [Government Code 54953, 54954.2]

Each agenda for a regular meeting shall list the address designated for public inspection of documents related to an open session item, or for records of a statement threatening litigation against the Tulare County Office of Education (TCOE) to be discussed in closed session, when such documents have been distributed to the County Board less than 72 hours before the meeting. [Government Code 54956.9, 54957.5]

Agenda Preparation

The County Board president and the County Superintendent of Schools, ~~The Superintendent~~, as secretary to the County Board ~~of Education~~, shall ~~work together to prepare an~~ develop the agenda for each regular and special ~~meeting, which shall contain a brief general description of each item of business to be transacted or discussed at the~~ meeting. Any Board member may call the Superintendent, no later than five school days prior to the legally required public posting of the agenda, and request any item to be placed on the agenda.

Any County Board member or member of the public may request that a matter within the jurisdiction of the County Board be placed on the agenda of a regular meeting. Prior to submitting a request, the proper protocol for attempting to resolve the matter should be followed, including discussion of the matter with the appropriate administrator. The request ~~must shall~~ be submitted in writing ~~and be submitted~~ to the County Superintendent or designee with supporting documents and information, if any, at least ~~one two~~ weeks before the scheduled meeting date. Items submitted less than ~~a two~~ weeks before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. A member of the public may submit no more than one item per agenda. An agenda may include no more than two items submitted by the public. The County Board retains discretion to modify the provisions of the paragraph in unusual situations.

The County Board president and County Superintendent shall initially decide whether a request from a member of the public is within the subject matter jurisdiction of the County Board. Items not within the subject matter jurisdiction of the County Board shall not be placed on the agenda. In addition, before placing the item on the agenda, the County Board president and County Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If a request from a County Board member to place an item on the agenda is denied, the member may ask the County Board to take action during a County Board meeting to determine whether the item shall be placed on the agenda.

The County Board president and County Superintendent shall also decide whether an agenda item is

appropriate for discussion in open or closed session, whether the item should be an action item subject to County Board vote or an information item, and when the item is placed on the agenda.

Agenda Dissemination to County Board Member

At least 72 hours before each regular meeting, each County Board member shall be provided a copy of the agenda and agenda packet, including any reports from the County Superintendent; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.

When special meetings are called, County Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. [Government Code 54956]

County Board members shall review agenda materials before each meeting. Individual members may confer directly with the County Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of County Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the County Board.

Agenda Dissemination to Members of the Public

Agenda and related materials distributed to the County Board shall be made available to the public upon request without delay. However, only those documents which are public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting or which contain a claim or written threat of litigation which will be disclosed in closed session shall be made available to the public. [Government Code 54956.9, 54957.5]

Posting of Agendas

At least 72 hours prior to ~~the time of each~~ a regular meeting, an agenda which includes but is not limited to all matters on which action may be taken, shall be posted ~~in a conspicuous place near the entrance to the County Office of Education where members of the public may view it.~~ at one or more locations freely accessible to members of the public. [Government Code 54954.2] The agenda for a special meeting shall be posted in the same location at least 24 hours before the meeting. When an item properly posted for a regular meeting is continued to a subsequent meeting, it may not be on the agenda of the subsequent meeting if the subsequent meeting occurs within five days. The County Board shall publicly identify the item before discussing it. [Government Code 54954.2]

In addition, the agenda shall be posted on the homepage of the TCOE website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the TCOE's agenda management platform in accordance with Government Code 54954.2.

If a writing which relates to an open session agenda item, or which contains a claim or written threat of litigation which will be discussed in closed session during a regular County Board meeting is distributed to the County Board less than 72 hours prior to the meeting, the writing shall be made available for public inspection at a designated location at the same time the document is distributed to all or a majority of the County Board. However, if the writing is distributed to at least a majority of the County Board, less than 72 hours prior to the meeting and the designated location is closed to the public, this requirement may be satisfied by posting the writing on the TCOE website if the following conditions are met: [Government Code 54957.5]

1. An initial staff report or similar document containing an executive summary and any staff recommendations related to the agenda item is made available for public inspection at the designated location at least 72 hours before the meeting
2. The writing is immediately posted on TCOE's website in a position and manner that makes it clear that the writing relates to an agenda item for the upcoming meeting
3. TCOE lists the website address where such writings may be accessed on all County Board meeting agendas
4. A physical copy of the document is made available for public inspection at the designated location at the beginning of the next regular business hours, but not less than 24 hours before the relevant County Board meeting

As County Board secretary, it is the responsibility of the County Superintendent or designee ~~shall~~ to mail a copy of the agenda, or a copy of all the documents constituting the agenda packet to any person who requests the items, or if the person requests delivery by email, to email the materials or a website link to the materials to that person. The requested materials shall be emailed or mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the County Board, whichever occurs first. [Government Code 54954.1]

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. [Government Code 54954.1]

The County Board reserves the right to establish a fee for mailing the agenda or agenda packet, as determined by the County Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the County Board or TCOE and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person and presented at the meeting shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. [Government Code 54957.5]

~~Agenda Dissemination~~

Upon request, the County Superintendent or designee shall make the agenda, agenda packet, and/or any ~~written documents~~ writings distributed to the board during a public meeting ~~will be made~~ available in appropriate alternative formats upon request by a person with a disability as required by the American with Disabilities Act. [Government Code ~~5494.1~~ 54954.1]

Legal Reference:

EDUCATION CODE

1011 – Regular meetings

1012 – Special Meetings

35145.5 – Agenda; public participation and regulations

GOVERNMENT CODE

~~54950-54957.9 – open meeting requirements~~

7920.000-7930.215 – California Public Records Act

53635.7 – Separate item of business

54953 – Meetings; Americans with Disabilities Act accessibility

54954.1 – Mailed notice to property owners

54954.2 – Agenda posting requirements; board actions

54954.3 – Opportunity for public to address legislative body

54954.5 – Closed session item descriptions

54956 – Special Meetings

54956.5 – Emergency meetings

54956.9 – Lawyer-client privilege for purpose of conducting closed session

54957.5 – Public records

54960.2 – Challenging board actions; cease and desist

95000-95029 – California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 28

35.160 – Effective communications

36.303 – Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

UNITED STATES CODE, TITLE 42

12101-12213 – Equal opportunity for individuals with disabilities

COURT DECISIONS

Mooney v. Garcia (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District (2007) U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

99 Ops.Cal.Atty.Gen. 18 (2016)

78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

ATTORNEY GENERAL PUBLICATION

The Brown Act: Open Meetings for Local Legislative Bodies, rev. 2003

CSBA PUBLICATION

The Brown Act: School Boards and Open Meeting Laws, rev. 2019

Call to Order: A Blueprint for Great Board Meetings, 2018

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www/ag/ca/gov>

Bylaw adopted: 11/19/1980

~~by the Board:~~

Tulare County Board of Education

Visalia, CA California

Revised: 1/21/1987, 1/10/2001, 3/12/2003, ___/___/2024

~~Revised: 1/10/01~~

~~Revised: 3/12/03~~

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board

BB 9322

Agenda/Meeting Materials

Agenda/Meeting Materials

Agenda Content

Tulare County Board of Education meeting agendas shall reflect the County Board's vision and goals, including a focus on student learning and well-being.

Each agenda shall state the meeting time and place and shall briefly describe each item of business to be transacted or discussed, including items to be discussed in closed session. [Government Code 54954.2]

In order to promote efficient meetings, the County Board may bundle a number of items and act upon them together by a single vote through the use of a consent calendar agenda. Consent agenda items shall address matters of a routine nature for which County Board discussion is not anticipated and for which the County Superintendent recommends approval. In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a separate agenda item.

Any County Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. [Government Code 53635.7]

The agenda shall provide members of the public an opportunity to address the County Board on any agenda item, including any consent agenda item, before or during the County Board's consideration of the item. The agenda for a regular meeting shall also provide members of the public an opportunity to address the County Board on matters within the subject matter jurisdiction of the County Board which are not on the agenda. [Education Code 35145.5; Government Code 54954.3]

The agenda does not need to provide an opportunity for public comment on an item that has previously been considered at an open meeting by a committee comprised exclusively of County Board members, provided that members of the public were afforded an opportunity to comment on the item before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. [Government Code 54954.3]

The notice and agenda shall describe the means available for the public to access the meeting and provide public comment in-person and, if a County Board member is appearing remotely due to an emergency circumstance or for just cause pursuant to Government Code 54953, through an internet-based service or call-in option. [Government Code 54953]

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual

who requires modification or accommodation in order to participate in the County Board meeting as well as the procedure for receiving and resolving such requests as required by law. [Government Code 54953, 54954.2]

Each agenda for a regular meeting shall list the address designated for public inspection of documents related to an open session item, or for records of a statement threatening litigation against the Tulare County Office of Education (TCOE) to be discussed in closed session, when such documents have been distributed to the County Board less than 72 hours before the meeting. [Government Code 54956.9, 54957.5]

Agenda Preparation

The County Board president and the County Superintendent of Schools, as secretary to the County Board, shall work together to develop the agenda for each regular and special meeting.

Any County Board member or member of the public may request that a matter within the jurisdiction of the County Board be placed on the agenda of a regular meeting. Prior to submitting a request, the proper protocol for attempting to resolve the matter should be followed, including discussion of the matter with the appropriate administrator. The request shall be submitted in writing to the County Superintendent or designee with supporting documents and information, if any, at least two weeks before the scheduled meeting date. Items submitted less than two weeks before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. A member of the public may submit no more than one item per agenda. An agenda may include no more than two items submitted by the public. The County Board retains discretion to modify the provisions of the paragraph in unusual situations.

The County Board president and County Superintendent shall initially decide whether a request from a member of the public is within the subject matter jurisdiction of the County Board. Items not within the subject matter jurisdiction of the County Board shall not be placed on the agenda. In addition, before placing the item on the agenda, the County Board president and County Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If a request from a County Board member to place an item on the agenda is denied, the member may ask the County Board to take action during a County Board meeting to determine whether the item shall be placed on the agenda.

The County Board president and County Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, whether the item should be an action item subject to County Board vote or an information item, and when the item is placed on the agenda.

Agenda Dissemination to County Board Member

At least 72 hours before each regular meeting, each County Board member shall be provided a copy of the agenda and agenda packet, including any reports from the County Superintendent; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.

When special meetings are called, County Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. [Government Code 54956]

County Board members shall review agenda materials before each meeting. Individual members may confer directly with the County Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of County Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the County Board.

Agenda Dissemination to Members of the Public

Agenda and related materials distributed to the County Board shall be made available to the public upon request without delay. However, only those documents which are public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting or which contain a claim or written threat of litigation which will be disclosed in closed session shall be made available to the public. [Government Code 54956.9, 54957.5]

At least 72 hours prior to a regular meeting, an agenda which includes but is not limited to all matters on which action may be taken, shall be posted at one or more locations freely accessible to members of the public. [Government Code 54954.2] The agenda for a special meeting shall be posted in the same location at least 24 hours before the meeting. When an item properly posted for a regular meeting is continued to a subsequent meeting, it may not be on the agenda of the subsequent meeting if the subsequent meeting occurs within five days. The County Board shall publicly identify the item before discussing it. [Government Code 54954.2]

In addition, the agenda shall be posted on the homepage of the TCOE website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the TCOE's agenda management platform in accordance with Government Code 54954.2.

If a writing which relates to an open session agenda item, or which contains a claim or written threat of litigation which will be discussed in closed session during a regular County Board meeting is distributed to the County Board less than 72 hours prior to the meeting, the writing shall be made available for public inspection at a designated location at the same time the document is distributed to all or a majority of the County Board. However, if the writing is distributed to at least a majority of the County Board, less than 72 hours prior to the meeting and the designated location is closed to the public, this requirement may be satisfied by posting the writing on the TCOE website if the following conditions are met: [Government Code 54957.5]

1. An initial staff report or similar document containing an executive summary and any staff recommendations related to the agenda item is made available for public inspection at the designated location at least 72 hours before the meeting
2. The writing is immediately posted on TCOE's website in a position and manner that makes it clear that the writing relates to an agenda item for the upcoming meeting
3. TCOE lists the website address where such writings may be accessed on all County Board meeting agendas
4. A physical copy of the document is made available for public inspection at the designated location at the beginning of the next regular business hours, but not less than 24 hours before the relevant County Board meeting

As County Board secretary, it is the responsibility of the County Superintendent or designee to mail a copy of the agenda, or a copy of all the documents constituting the agenda packet to any person who requests the items, or if the person requests delivery by email, to email the materials or a website link to the materials to that person. The requested materials shall be emailed or mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the County Board, whichever occurs first. [Government Code 54954.1]

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. [Government Code 54954.1]

The County Board reserves the right to establish a fee for mailing the agenda or agenda packet, as determined by the County Superintendent, not to exceed the cost of providing the service.

Any document prepared by the County Board or TCOE and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person and presented at the meeting shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. [Government Code 54957.5]

Upon request, the County Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed to the board during a public meeting available in appropriate alternative formats upon request by a person with a disability as required by the American with Disabilities Act. [Government Code 54954.1]

Legal Reference:

EDUCATION CODE

- 1011 – Regular meetings
- 1012 – Special Meetings
- 35145.5 – Agenda; public participation and regulations

GOVERNMENT CODE

- 7920.000-7930.215 – California Public Records Act
- 53635.7 – Separate item of business
- 54953 – Meetings; Americans with Disabilities Act accessibility
- 54954.1 – Mailed notice to property owners
- 54954.2 – Agenda posting requirements; board actions
- 54954.3 – Opportunity for public to address legislative body
- 54954.5 – Closed session item descriptions
- 54956 – Special Meetings
- 54956.5 – Emergency meetings
- 54956.9 – Lawyer-client privilege for purpose of conducting closed session
- 54957.5 – Public records
- 54960.2 – Challenging board actions; cease and desist
- 95000-95029 – California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 28

- 35.160 – Effective communications
- 36.303 – Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

UNITED STATES CODE, TITLE 42

- 12101-12213 – Equal opportunity for individuals with disabilities

COURT DECISIONS

Mooney v. Garcia (2012) 207 Cal.App.4th 229

Caldwell v. Roseville Joint Union High School District (2007) U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

99 *Ops. Cal. Atty. Gen.* 18 (2016)

78 *Ops. Cal. Atty. Gen.* 327 (1995)

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WEB SITES

CSBA: <http://www.csba.org>

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Bylaw adopted: 11/19/1980

Tulare County Board of Education
Visalia, California

Revised: 1/21/1987, 1/10/2001, 3/12/2003, __/__/2024

Bylaws of the Board

Construction of Agenda

The Superintendent, as secretary of the County Board of Education, shall prepare an agenda for each regular meeting, which shall contain a brief general description of each item of business to be transacted or discussed at the meeting. Any Board member may call the Superintendent, no later than five school days prior to the legally required public posting of the agenda, and request any item to be placed on the agenda.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Every agenda for regular meetings shall, in addition, provide an opportunity for members of the public to directly address the Board on items of interest to the public that are within the subject matter jurisdiction of the Board; provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by Government Code 54954.2(b).

The agenda shall specify that an individual who requires disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools at 2637 W. Burrel, Visalia, CA 93278-5091, (559) 733-6301 as soon as possible, but no later than two days before the meeting.

Posting of Agendas

At least 72 hours prior to the time of each regular meeting, an agenda which includes but is not limited to all matters on which action may be taken, shall be posted in a conspicuous place near the entrance to the County Office of Education where members of the public may view it. The agenda for a special meeting shall be posted in the same location at least 24 hours before the meeting. When an item properly posted for a regular meeting is continued to a subsequent meeting, it may not be on the agenda of the subsequent meeting if the subsequent meeting occurs within five days. The Board shall publicly identify the item before discussing it. (Government Code 54954.2)

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent calendar agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the County Superintendent recommends approval.

In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed given individual consideration for action as a regular agenda item.

Bylaws of the Board**Construction of Agenda****Agenda Dissemination**

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the American with Disabilities Act. (Government Code 5494.1)

The County Superintendent or designee shall mail a copy of the agenda, or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Legal Reference: GOVERNMENT CODE
54950-54957.9 - open meeting requirements

Bylaw adopted:
by the Board: 11/19/80
Revised: 1/21/87
Revised: 1/10/01
Revised: 3/12/03

Tulare County Board of Education
Visalia, CA

**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Tim A. Hire, Tulare County Superintendent of Schools

SUBJECT:

First Reading of Board Bylaw 9325 - Meeting Conduct

DESCRIPTION/SUMMARY:

This is a mandated bylaw being updated and revised according to law.

Education Code 35145.5 mandates that district boards adopt reasonable regulations to ensure that members of the public can place matters directly related to school district business on board meeting agendas. Although 35145.5 does not explicitly discuss county boards, the same requirements likely apply to county boards.

This bylaw is being updated to reflect the new law SB 1100 which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

FINANCING:

N/A

RECOMMENDATION:

Review board bylaw.

Bylaws of the Board

Meeting Conduct

Meeting Procedures

The Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and to other persons upon request.

The Board President shall conduct Board meetings in accordance with the Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

Quorum

A majority of the members of the Board shall constitute a quorum. (Education Code 1013)

Unless otherwise provided by law, affirmative votes by a majority of all the membership of the Board are required to approve any action under consideration, regardless of the number of members present.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct county office of education business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.
2. At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the County Superintendent or take it under advisement, but shall not take action at that time except as allowed by law. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.

Bylaws of the Board

Meeting Conduct

3. Without taking action, Board members or County Office of Education staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.
4. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.
5. A person wishing to be heard by the Board shall first be recognized by the President and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed five minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
6. The Board President may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the President may indicate the time and place on the agenda when it should be presented. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. In addition, the Board may not prohibit public criticism of County Office of Education employees.
7. The Board President shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbances shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda.

Recording by the Public

The County Superintendent shall designate locations from which members of the public may broadcast, photograph or tape record open meetings without causing a distraction. If the Board finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Bylaws of the Board

Meeting Conduct

Meetings of the Board of education shall be conducted by the President in a manner consistent with the adopted bylaws of the Board.

All Board meetings shall commence at the stated time and shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest extent possible, enable members of the Board (1) to consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) to receive, consider and take any needed action with respect to reports of accomplishment both as to students and as to Tulare County Office of Education operations.

It is explicitly recognized that California State Law requires that all actions of the County Board of Education shall be taken openly and that all its deliberations shall be conducted openly. (Government Code 54950).

Legal Reference:

EDUCATION CODE

1011 – Regular Meetings, subject to Brown Act

1040(a)(b) - County Board of Education to adopt rules and regulations for its own governance

GOVERNMENT CODE

54953.5 – Audio or video tape recording of proceedings

54953.6 – Broadcasting of proceedings

54954.2 – Agenda; posting, action on other matters

54954.3 – Opportunity for public to address legislative body; regulations

54957 – Closed session

54957.9 - Disorderly conduct of general public during meeting; clearing of room

Bylaw adopted
by the Board: 11/19/80
Revised: 1/21/87
Revised: 1/10/01

Tulare County Board of Education:
Visalia, CA

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board
BB 9325
Meeting Conduct

Meeting Conduct

The Tulare County Board of Education endeavors to conduct business efficiently and in a manner that promotes full and fair consideration of the issues and allows for meaningful participation of members of the public.

Meeting Procedures

The All County Board meetings shall begin on time and shall be guided by an agenda prepared ~~and delivered in advance to all Board members and to other persons upon request~~ in accordance with County Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The County Board President shall conduct Board meetings in accordance with the County Board bylaws and approved meeting procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

Quorum and Abstentions

A majority of the members of the County Board shall constitute a quorum for the transaction of business. [Education Code 1013]

On a call by any County Board member, a voice vote shall be taken upon any proposition and the vote shall be recorded in the minutes. [Education Code 1015]

Unless otherwise provided by law, affirmative votes by a majority of all the membership of the County Board are required to approve any action under consideration, regardless of the number of members present.

The County Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted as an affirmative vote for purposes of determining whether a majority of the membership of the County Board has taken action.

If the County Board consists of seven members and not more than two vacancies occur on the County Board, the vacant position(s) shall not be counted for purposes of determining how many members of the County Board constitute a majority. In addition, whenever any provision of the Education Code requires unanimous action of all or a specific number of the members, any vacant position(s) shall be not be counted for purposes of determining the total membership constituting the County Board.

Public Participation

Members of the public are encouraged to attend **County** Board meetings and to address the **County** Board concerning any item on the agenda or within the **County** Board's jurisdiction.

~~So as not to inhibit public participation, persons~~ Although they may voluntarily do so, members of the **public** attending **County** Board meetings shall not be ~~requested~~ **required** to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted with remote public participation or a **County** Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct ~~county office of education~~ business in an orderly and efficient manner, the **County** Board requires that public presentations to the Board comply with the following procedures:

1. The **County** Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the **County** Board, either before or during the Board's consideration of ~~each~~ the item. ~~of business to be discussed at regular or special meetings.~~ [**Government Code 54954.3**]
2. At a time so designated on the agenda, members of the public may bring before the **County** Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the County Superintendent or take it under advisement, but shall not take action at that time except as allowed by law. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. Without taking action, **County** Board members or **Tulare** County Office of Education staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. ~~4.~~ Additionally, on their own initiative or in response to questions posed by the public, a **County** Board or **TCOE** staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the **County** Board or a Board member may provide a reference to staff or other resources for factual information, ask **TCOE** staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. [**Government Code 54954.2**]
4. The **County** Board need not allow members of the public to speak on any item that has already been considered by a committee composed exclusively of **County** Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the **County** Board determines that the item has been substantially changed since the committee heard the item, the **County** Board shall provide an opportunity for the public to speak. [**Government Code 54954.3**]
5. A person wishing to be heard by the **County** Board shall first be recognized by the President ~~and shall then proceed to comment as briefly as the subject permits.~~
6. In general, ~~Individual speakers shall~~ **will** be allowed ~~five~~ **three** minutes to address the **County** Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. ~~With Board consent, the President may increase or decrease the time~~

~~allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.~~ In exceptional circumstances, however, the Board President may, with County Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the County Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. [Government Code 54954.3]

7. ~~6.~~ The County Board President may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If the topic would be more suitably addressed at a later time, the President may indicate the time and place on the agenda when it should be presented.
 - b. The County Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. [Government Code 54954.3]
 - c. ~~In addition, the~~ The County Board ~~may~~ shall not prohibit public criticism of ~~County Office of Education employees.~~ persons employed directly by the County Board. However, whenever a member of the public initiates specific complaints or charges against an individual TCOE employee, the County Board President shall inform the complainant that employment matters are the jurisdiction of the County Superintendent and shall advise the complainant to address the complaint to the County Superintendent using the appropriate complaint procedure.
8. ~~7.~~ The County Board President shall not permit ~~any disturbance or willful interruption~~ actual disruption of ~~Board~~ meetings. ~~Persistent~~ Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the ~~chair~~ President to terminate the privilege of addressing the County Board and remove the individual from the meeting.
9. The County Board or designee may remove ~~disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbances shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board.~~ an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the County Board president, or designee, may then remove the individual from the meeting. [Government Code 54957.95]

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a County Board meeting without a warning. [Government Code 54957.95]

Disrupting means engaging in behavior during a County Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. [Government Code 54957.95]

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. [Government Code 54957.95]

Additionally, the County Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the County Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. [Government Code 54957.9]

When disruptive conduct occurs, the County Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. Law enforcement shall be contacted as necessary.

Recording by the Public

Members of the public may record an open County Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The County Superintendent or designee shall designate locations from which members of the public may ~~broadcast, photograph or tape record open meetings~~ make such recordings without causing a distraction. If the ~~Board~~ County Superintendent or designee finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings; these activities shall be discontinued or restricted as determined by the ~~Board~~ County Superintendent or designee. [Government Code 54953.5, 54953.6]

~~Meetings of the Board of education shall be conducted by the President in a manner consistent with the adopted bylaws of the Board.~~

~~All Board meetings shall commence at the stated time and shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.~~

~~The conduct of meetings shall, to the fullest extent possible, enable members of the Board (1) to consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) to receive, consider and take any needed action with respect to reports of accomplishment both as to students and as to Tulare County Office of Education operations.~~

~~It is explicitly recognized that California State Law requires that all actions of the County Board of Education shall be taken openly and that all its deliberations shall be conducted openly. [Government Code 54950]~~

Legal Reference:

EDUCATION CODE

~~1011—Regular Meetings, subject to Brown Act~~

~~1040(a)(b)—County Board of Education to adopt rules and regulations for its own governance~~

35164 – Actions by majority vote
35165 – Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54953.3 – Meetings to be open and public; remote attendance
54953.5 – Audio or video tape recording of proceedings
54953.6 – Broadcasting of proceedings
54954.2 – Agenda; posting, action on other matters
54954.3 – Opportunity for public to address legislative body; ~~regulations~~
54957 – Closed session personnel matters
54957.9 – Disorderly conduct of general public during meeting; clearing of room
54957.95 – Open meetings; orderly conduct

PENAL CODE

403 – Disruption of assembly or meeting

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Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
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~~Bylaw adopted~~

~~by the Board: 11/19/80~~

~~Revised: 1/21/87~~

~~Revised: 1/10/01~~

~~Tulare County Board of Education:~~

~~Visalia, CA~~

Bylaw adopted: 11/19/1980

Tulare County Board of Education

Visalia, California

Revised: 1/21/1987, 1/10/2001, / /2024

TULARE COUNTY OFFICE OF EDUCATION

Board Bylaw

Bylaws of the Board
BB 9325
Meeting Conduct

Meeting Conduct

The Tulare County Board of Education endeavors to conduct business efficiently and in a manner that promotes full and fair consideration of the issues and allows for meaningful participation of members of the public.

Meeting Procedures

All County Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with County Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The County Board President shall conduct meetings in accordance with the County Board bylaws and approved meeting procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

Quorum and Abstentions

A majority of the members of the County Board shall constitute a quorum for the transaction of business. [Education Code 1013]

On a call by any County Board member, a voice vote shall be taken upon any proposition and the vote shall be recorded in the minutes. [Education Code 1015]

Unless otherwise provided by law, affirmative votes by a majority of all the membership of the County Board are required to approve any action under consideration, regardless of the number of members present.

The County Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted as an affirmative vote for purposes of determining whether a majority of the membership of the County Board has taken action.

If the County Board consists of seven members and not more than two vacancies occur on the County Board, the vacant position(s) shall not be counted for purposes of determining how many members of the County Board constitute a majority. In addition, whenever any provision of the Education Code requires unanimous action of all or a specific number of the members, any vacant position(s) shall be not be counted for purposes of determining the total membership constituting the County Board.

Public Participation

Members of the public are encouraged to attend County Board meetings and to address the County Board concerning any item on the agenda or within the County Board's jurisdiction.

Although they may voluntarily do so, members of the public attending County Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted with remote public participation or a County Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct business in an orderly and efficient manner, the County Board requires that public presentations to the Board comply with the following procedures:

1. The County Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the County Board, either before or during the Board's consideration of the item. [Government Code 54954.3]
2. At a time so designated on the agenda, members of the public may bring before the County Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the County Superintendent or take it under advisement, but shall not take action at that time except as allowed by law. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. Without taking action, County Board members or Tulare County Office of Education staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a County Board or TCOE staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the County Board or a Board member may provide a reference to staff or other resources for factual information, ask TCOE staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. [Government Code 54954.2]
4. The County Board need not allow members of the public to speak on any item that has already been considered by a committee composed exclusively of County Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the County Board determines that the item has been substantially changed since the committee heard the item, the County Board shall provide an opportunity for the public to speak. [Government Code 54954.3]
5. A person wishing to be heard by the County Board shall first be recognized by the President.
6. In general, individual speakers will be allowed three minutes to address the County Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. In exceptional circumstances, however, the Board President may, with County Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input. Any such

adjustment shall be done equitably so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the County Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. [Government Code 54954.3]

7. The County Board President may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If the topic would be more suitably addressed at a later time, the President may indicate the time and place on the agenda when it should be presented.
 - b. The County Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. [Government Code 54954.3]
 - c. The County Board shall not prohibit public criticism of persons employed directly by the County Board. However, whenever a member of the public initiates specific complaints or charges against an individual TCOE employee, the County Board President shall inform the complainant that employment matters are the jurisdiction of the County Superintendent and shall advise the complainant to address the complaint to the County Superintendent using the appropriate complaint procedure.
8. The County Board President shall not permit actual disruption of meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the President to terminate the privilege of addressing the County Board and remove the individual from the meeting.
9. The County Board or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the County Board President, or designee, may then remove the individual from the meeting. [Government Code 54957.95]

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PROPOSED VERSION