

BOARD MEETING OF TRUSTEES AGENDA

Topic: 2-11-2021 Board Meeting

Time: Feb 11, 2021 05:30 PM Pacific Time (US and Canada)

1.0 OPEN SESSION:

- 1.1 Roll Call

2.0 CONSENT CALENDAR:

- 2.1 Approval of the Special Board Minutes from 2-02-2021

3.0 PUBLIC COMMENT:

- 3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

- 4.1 Superintendent's Report
- 4.2 Stakeholders' Meeting Report (Stakeholder meeting will be held Wednesday- notes will be available the day of the board meeting)
- 4.3 School Climate Report
- 4.4 PTO report & ASB report
- 4.5 Loleta Community Resource Center Report- Marcelina Castillo Director
- 4.6 Board training opportunity:TK-12 Equity Partnership
- 4.7 Erate report Loleta Jan 2021 QR FINAL
- 4.8 AVFCA Letter re: ChildCare-School COVID Vaccine Requirements 020121
- 4.9 Public Hearing: Sunshines for Loleta Union with Loleta Teacher Association
- 4.10 Heather Nyberg - Example of Schedules for students

5.0 ACTION ITEMS:

- 5.1 Warrants
- 5.2 Possible approval of Humboldt Selpa 2020 -2021 Plan - moved from January
- 5.3 Approval of change of banking signatures- Removal of Army Rojo, addition of Tiara Zahler moved from January Board Meeting.
- 5.4 Comprehensive School Safety Plan - possible approval

6.0 CLOSED SESSION:

6.1 Personnel

6.11 Superintendent Goals and evaluation process

6.2 Negotiations update

6.21 Conference with Labor Negotiators (GC section 54957.6)

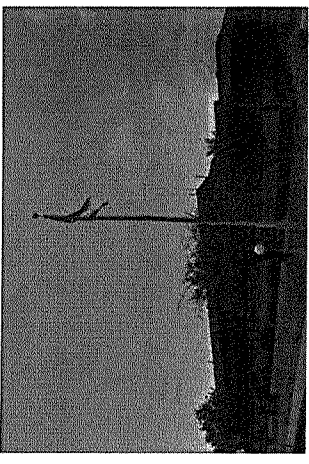
Agency designated representative: Autumn Chapman, Superintendent, Business Services Clerk Tiara Brown - Employee Organization: Loleta Teachers Association CTA/NEA.

7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS: Next Meeting will be March 11, 2021 at 5:30

10.0 ADJOURNMENT:



LOLETA UNION SCHOOL DISTRICT

SPECIAL BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Please be advised that public comment is to be kept to three minutes with a conversation about a topic not to exceed 20 minutes. During Zoom meetings, the chat room will not be reviewed. If you wish to ask questions and have them answered please send your questions to Lisa.Armstrong@loleta.org As secretary she will gather and send the questions to the board for their review and reply at a later time.

Thank you.

Topic: Special Board Meeting

Time: Feb 2, 2021 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/77553381053?pwd=U2RoV1FUd2xNSlg0T1dHb2VKZlF1dz09>

Meeting ID: 775 5338 1053

Passcode: 56abhA

1.0 OPEN SESSION: 5:32pm

1.1 Roll Call JS, CP, CB, BJ AND GS WAS NOT VISIBLE OR AUDIBLE

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from January 14,2021 MOTION - BJ 2ND CB MOTION CARRIED UNANIMOUS

2.2 Acceptance of the SARC MOTION - JS, CP 2ND MOTION CARRIED UNANIMOUS

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

4.1 State of California Guidance for Reopening of Schools in person

5.0 ACTION ITEMS:

5.1 Approval for Humboldt Del Norte Special Education Procedural Manual MOTION - JS 2ND BJ - MOTION CARRIED Policies and procedures from Selpa are ADOPTED BY LUSD BOARD UNANIMOUS

6.0 CLOSED SESSION: 6:07PM

6.1 Negotiations update

6.11 MOU with CTA

6.12 Sunshines for negotiations with CTA

7.0 OPEN SESSION: (Actions made in closed session must be announced)

Board came out of closed session at 6:36pm One action taken.

John proposed the approval of the CTA MOU from 1-27-2021

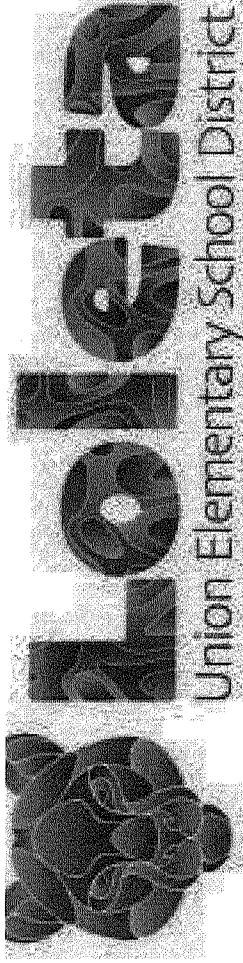
Brenda seconded it.

All in favor. Motion passed.

8.0 ANNOUNCEMENTS: None

9.0 FUTURE AGENDA ITEMS: Next meeting February 11, 2021

10.0 ADJOURNMENT: 6:40 pm



Superintendent's Report 2-11-2021: Happy Valentines Day and Presidents Week Celebration!

LES Back in Hybrid! 105 students strong!

- We have been back in hybrid since January 19th. Students report being happy to be back in school and participating through in-person learning. There have been no behavior issues and students have responded well when asked to adjust their mask or to practice social distancing to be safe. The campus feels very calm. One interesting system that has been beneficial for students and teachers alike is the transitioning between Distance Learning for a cohort and being on campus. Several teachers have had the need to stay home or have a medical appointment which in the past would have required a substitute which is always a day lost. Teachers have been wonderful in letting the office know early enough that we could contact our on campus learners for the day, switch them to Distance Learning through our all-call system or by other means, and then conducting the day from home. This has resulted in no loss of instruction. We are providing support through ASES should a family be unable to stay home that particular day and so far it has worked out!
- We will be receiving more CARES Act funds and the use of these funds as broadened to include infrastructure: floors and roofs for example. We are currently waiting for quotes on what it would take to replace the flooring and roofs. We hope by March's meeting we will have bids ready. To date, the money has been used to purchase more computers, PPE and more filtration units so that all rooms have one whether they are high use or not.
- The opportunity to be vaccinated began two weeks ago and a majority of our staff have already gotten their first shot!

Technology

- The 50 chromebooks originally ordered in October have arrived and are being distributed! We will be placing 5 chromebooks into each classroom for class use and the rest are being held to give to new students and later to replace older machines.
- We are still waiting for headphones to come in although they did come in for LEAP!
- At this point we have enough chromebooks that we are 1:1 and we have a class set of chromebooks in a chrome cart located in the middle-school library available for check out. Teachers have been utilizing this resource daily.

General School Items

- Teachers have participated in 10 hours of professional development with Fountas and Pinnell ELA curriculum. This will focus on Response to Intervention (Rti) for all our primary and elementary students and will then support students reading at and above grade level 1-8 grades. We are looking at expanding the program over the summer for the new year.

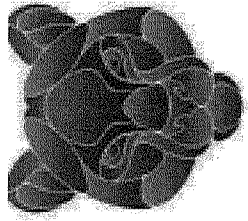
- ELAV continues to meet to reorganize itself and to re-establish its voice with the school. The latest meeting was on Tuesday February 12 where we had a speaker about vaccinations where we will begin calendaring event ideas for the year.

Activities

- Our resident artist has made beautiful stand up valentine boards in various shapes. The students got to paint them. They will use post-its to share valentines this year versus exchanging because of Covid protocols. Thank you Abbie!
- This week is kindness week! Thank you Miss Sandy for sharing great activities daily for us celebrate and spread kindness! Thank you also for your Wednesday Wellness videos and resources!
- Next week, February 18 - 22 is Presidents Week. We will not be having a quarantine pause after, but all staff and families know that if they travel they will need to quarantine should they be visiting friends or family who have not quarantined previous to their arrival!
- Testing at Loleta will begin on Tuesday February 23.

Academics and Grants

- The kindergarten has new bikes and outdoor activities ! Thank you CSI and the PTO for your support! Thank you Cas for putting them together. The kids love them!



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- ELAC continues to meet to reorganize itself and to re-establish its voice with the school. The latest meeting was on Tuesday February 12 where we had a speaker about vaccinations where we will begin calendaring event ideas for the year.

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January 27, 2021
Stakeholders Equity Committee Meetings
Notes

Participants: Crystal Sand (Parent, former employee, Bear River Rancheria member, mother of student), Brian Lambert (US DOE Staff Attorney), Darrell Sherman (Bear River Rancheria Social Services Department and Member at Large), Sara Sand (Bear River Rancheria Education Department Chair), Sandy Radic-Oshiro (School Psychologist), Linnea Nelson (ACLU Staff Attorney), Madison Flynn (Indigenous Education Advocate, NCIDC/ACLU of Northern California), Rose Hernandez (Parent of former students), Sara McLellan (Student Services Coordinator), Josefina Cortez (Bear River Rancheria Tribal Chair)

Agenda shared and introductions made.

Update on Covid precautions and reading interventions. Autumn provided an update on LES efforts to ensure precautions and safety measures to prevent Covid spread including HEPA filters in each classroom, student face shields available, daily health screening, and vaccinations for staff. She said that classrooms have at most 11 students per classroom. The After School Program (ACES) is running in conjunction with the school day so that students can get help with school work on the days their cohort is not scheduled to be on campus. The bus is disinfected daily and there is regular testing of staff. Teachers can be tested on campus starting the week of February 8 with a self administered tests. Students can also be tested at school with parent consent. Autumn asked how the all call system is working to inform parents of scheduling and Distance Learning days. Crystal shared that communication has been positive and appreciates the system. Madison shared that there is a walk in clinic at the NCIDC Carson Block building for Native students and staff that work with Native students. The information will be shared with LES staff. Autumn shared LES efforts to increase reading skills of students including implementation of the Fountas and Pinnel reading program.

Discussion of Stakeholders Name

The committee decided on the name Loleta Elementary Advisory Committee.

Norms reviewed.

Previous norms were reviewed and all were in agreement.

- Agree to disagree
- One person speak at a time
- Speak in a respectful way in the group and to others
- Be open to others opinion
- Please use phone outside of room
- Stay on topic
- Share air time
- Use your camera as much as possible

Mission Statement reviewed and approved.

Mission Statement reviewed and approved.

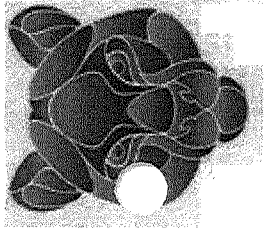
- To advise school administration and the school board on equitable practices in school including a positive school climate, nondiscrimination discipline, and teaching practices.
- Review policies, practices, and procedures to determine equitable and best practices for all students.

- Review data including discipline, academic performance, and school climate surveys in the context of school policies, practices, and procedures.
- Review data on law enforcement involvement with students.
- Review data on students with disabilities.
- Review the above data quarterly.
- Positive partnerships with the community and school district.
- Collaboration with local agencies, tribes, organizations.

Indian Education Parent Advisory Committee description reviewed and approved. The committee would meet every quarter. There was a discussion of how to involve parents and community members. Rose suggested sending a personal letter to individuals in the community from Autumn to encourage participation. The Advisory Committee suggested that there be bylaws, officers elected, and a student representative.

Agenda items for February 10, 2021 meeting:

- Comprehensive School Safety Plan
- Review MTSS Manual



Loleta

Union Elementary School District

700 Loleta Drive
P.O. Box 547
Loleta, CA 95551 Ph:707-733-5705
Fax:707-733-5367
Superintendent/Principal
Autumn Chapman
achapman@loleta.org
larmstrong@loleta.org
Website: loletaschool.org

Loleta Elementary School School Climate Report

February 9, 2021

Socio-Emotional Curriculum and Supports:

Each Wednesday, the Wellness Wednesday video is available on the Loleta Elementary School Facebook site and webpage. The Wellness Wednesday video is an opportunity to remind students, teachers, parents, and families of positive wellness tips and activities to help manage stress and utilize positive wellness strategies.

Topics for the month of February will include:

- Kindness
- Compassion
- Positive Self Talk

Positive Behavior Interventions and Supports (PBIS):

Teachers nominate a student of the week who has demonstrated Safe, Responsible, Respectful, and/or Kind behaviors during the school week. The student who has been nominated receives a home visit where they can choose a prize and get their picture taken for the Loleta Elementary School Facebook page. Here are some of our January nominees:



Fernando Muñoz



Andrew Calderon

Stakeholders Equity Committee Meetings: Stakeholders meetings are held twice per month on the second and fourth Wednesdays of the month from 4:30 to 5:30pm via Zoom. We encourage community members to participate.

Meeting dates are as follows:

- February 10 and 24
- March 10 and 24
- April 14 and 28

May 12 and 26
June 9 and 23

Kindness Week February 8 to 12, 2021

Loleta Elementary students and staff will celebrate Kindness Week during the second week in February. Staff will provide activities on a daily theme to students. Loleta Elementary has been recognized as a certified Kindness School as part of a national effort also known as The Great Kindness Challenge.



Respectfully submitted by,
Sandy Radic-Oshiro, MA, NCSP
School Climate Director
Loleta Elementary School
(707) 834-2861
sradic-oshiro@hcoe.org

Loleta Elementary School

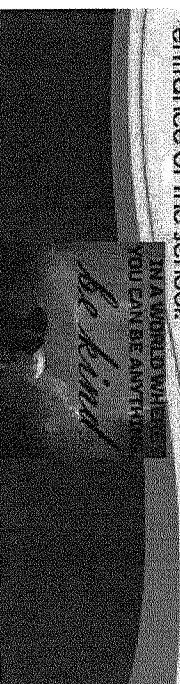
Kindness Week

February 8-12, 2021

- Monday: Be Kind to Yourself**
- Tuesday: Be Kind to Your Family**
- Wednesday: Be Kind to Your Teachers**
- Thursday: Be Kind to Your Friends**
- Friday: Be Kind to Your Classmates**

Loleta Elementary School students will be celebrating **Kindness Week** to spread kindness to ourselves and our community. Each day will have a theme to support kindness in our community.

When you notice someone being kind, please thank them and share the act on a heart that will be displayed on the school heart located at the entrance of the school.



PTO has had 2 official meetings with multiple group text check ins. Only one parent has shown up at each of the meetings.

We decided to make Valentine Grams to sell as a fundraiser for \$1.00. So far, 1 parent, 1 teacher, and Autumn Chapman have ordered Valentine Grams.

Heart message = \$3.50 to download

Felt sheets = \$.39 a sheet

Glow sticks = \$1.00 for a pack of 15

1 parent had to drop out of PTO.

Autumn asked if Monica Robles can help out with 8th grade graduation meetings in hopes of recruiting more parents for PTO.

Facebook Fundraiser money is actually \$386.90 because Facebook takes a percentage out.

2/1/2021

Loleta School Mail - Fwd: To: School Board Members, From: TK-12 Equity Partnership



Lisa Armstrong <larmstrong@loleta.org>

Fwd: To: School Board Members, From: TK-12 Equity Partnership

1 message

Mon, Feb 1, 2021 at 11:15 AM

Autumn Chapman <achapman@loleta.org>
To: Lisa Armstrong <larmstrong@loleta.org>

Please add this to the next board meeting not tomorrow.

Thanks!

----- Forwarded message -----

From: **Meredith L Oram** <Meredith.Oram@humboldt.edu>

Date: Mon, Feb 1, 2021 at 10:58 AM

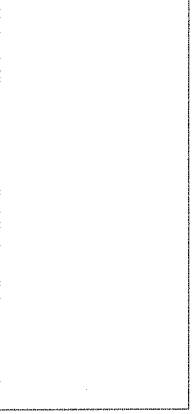
Subject: To: School Board Members, From: TK-12 Equity Partnership

To: Meredith Oram <mlo224@humboldt.edu>, Sharrone Blanck <sharroneb@yahoo.com>

Meridith Oram has attached the following document:

To: School Board Members, From: TK-12 Equity Partnership

Snapshot of the item below:



February 1, 2021

On behalf of the TK-12 Equity Partnership, we would like to thank you for your service as January, National School Board Recognition month, comes to a close. Your dedication to supporting school systems that best serve all students and families does not go unnoticed. We appreciate your commitment and hard work.

The TK-12 Equity Partnership is a collaboration between the Humboldt Area Foundation's Equity Alliance of the North Coast (EA), Humboldt County Office of Education (HCOE), and Humboldt State University's Office of Diversity, Equity & Inclusion (ODEI) to ensure that school systems in Humboldt and Del Norte counties are diverse, inclusive, cultivate a sense of mattering, and yield equitable outcomes for all students. One way that accomplish this is by offering ongoing learning opportunities to build racial literacy for all school employees. Foundations: Implicit Bias and the Four Dimensions of Racism is an 8-hour series that provides foundational language and understanding about race and racism to support people working in schools to meet the needs of all students and families, especially Black, Indigenous, and People of Color.

We highly recommend that board members participate in this learning opportunity to support your decision making at the systems level. We offer this learning session at no cost. Superintendents, principals, teachers and other administrators and support staff from the following districts have participated:

Arcata Elementary School District
Eureka City Schools
Fortuna Elementary School District
Fortuna Union High School District
Ferndale Unified School District
Freshwater School District
Humboldt County Office of Education
Jacoby Creek School District
Klamath Trinity Joint Unified School District
Loleta Elementary School District
McKinleyville Union School District
Northern Humboldt Union High School District
Peninsula Union School District
South Bay Union School District

The learning sessions for board members are offered in April on Saturdays from 10am-12pm and in May on Thursday evenings from 5:30pm-7:30pm, if we need to accommodate more board members to keep with meeting guidelines, we will add another session. The registration links are below.

[Registration link to participate in April sessions on Saturday mornings](#)
[Registration link to participate in May sessions on Thursday evenings](#)

Thank you again for your service. We hope to see you in attendance in April or May. If you have questions or would like more information, please email meridith.oram@humboldt.edu.

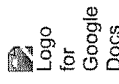
With gratitude,

Sharrone Blanck
Meridith Oram

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because mio224@humboldt.edu shared a document with you from Google Docs.



2/1/2021

Loleta School Mail - Fwd: To: School Board Members, From: TK-12 Equity Partnership

Ashwin L. Chappan
Superintendent/Principal Loleta Elementary School District
Office: 707-733-5705
FAX: 707-733-5367
Cell: 760-419-0329

"Be the change that you want to see in the world." Gandhi



E-Rate Quarterly Report for Loleta Union Elementary School District

This documentation provides a status report for E-Rate funding disbursements for Funding Year 19 (2019/2020) and Funding Year 20 (2020-2021). If you have any additional questions or concerns regarding the information below, please reach out to your Dedicated Erate Specialist for further assistance.

Funding Year 19 (7/1/2019-6/30/2020)

FRN	Service	Service Provider	Committed Funding Amount	Total Funding Received	Percentage of Funding Received	FRN Status Notes
1999073885	BlIG Circuit @1Gbps	AT&T	\$28,833.73	\$24,480.37	85%	AT&T has until 02/25/2021 to invoice USAC for the disbursements. Discounts already appearing on invoices.
Total			\$28,833.73	\$24,480.37	84.9%	

Funding Year 20 (7/1/2020-6/30/2021)

FRN	Service	Service Provider	Committed Funding Amount	Total Funding Received	Percentage of Funding Received	FRN Status Notes
2099039405	Dedicated Ethernet	AT&T	\$12,462.34	\$8,180.67	66%	Funded 05/09/2020. F486 filed 06/04/2020. Discount grid filed 06/05/2020. Discount should already appear on invoices.
Total			\$12,462.34	\$8,180.67	65.6%	



Utilization Report as of 01/19/21

Loleta Union Elem School Dist (144527)

Funding Year 2019 (July 1, 2019 - June 30, 2020)

FRN	Nickname	Status	Cat. Type	Service Provider	Funded	I-Mode	Utilized	Utilized Percentage
1999073885	Att 1g Circuit Ptp To Hcoe	Funded	1	IA Pacific Bell Telephone Company	\$28,833.73	SPI	\$24,480.37	84.9 %
Total					\$28,833.73		\$24,480.37	Funding Year 2019

Funding Year 2020 (July 1, 2020 - June 30, 2021)

FRN	Nickname	Status	Cat. Type	Service Provider	Funded	I-Mode	Utilized	Utilized Percentage
2099039405	At&T Ade	Funded	1	IA Pacific Bell Telephone Company	\$12,462.34	SPI	\$8,180.67	65.64 %
Total					\$12,462.34		\$8,180.67	Funding Year 2020

Grand Total **\$41,296.07** **\$32,661.04** **-- Loleta Union Elem School Dist**



TEACHER AND STUDENT COVID-19 VACCINATION REQUIREMENT

February 1, 2021

Dear Superintendent and Board Members,

This letter is in response to several school districts mentioning that COVID-19 vaccines would be required of employees and students to attend in-person school.

A Voice for Choice Advocacy sincerely objects, on a legal, scientific and religious basis, to such a COVID-19 vaccine requirement, and asks your school district NOT to require the COVID-19 vaccine as a prerequisite for in-person education, at this time or in the future.

Per Section 120335 of the CA Health and Safety Code, a California school district, public school, private school or child care facility does not have the jurisdiction to mandate the COVID-19 vaccine for child care or K-12 students. For teachers and all other school employees, the ability to decline the COVID-19 vaccine following Cal/OSHA requirements must be offered, as well as disability and religious accommodations per American Disabilities Act and the Civil Rights Act. Without these accommodations, schools and child care facilities implementing this requirement would open themselves up to discrimination lawsuits.

Furthermore, none of the COVID-19 vaccines have been fully tested for safety and efficacy, with clinical trials for the leading two vaccines not set to be completed for close to another year. While the FDA has authorized the Pfizer and Moderna mRNA COVID-19 vaccines for Emergency Use, these vaccines are still in the experimental phase with no large scale data on the safety and efficacy of either vaccine. Under the Federal Public Readiness and Emergency Preparedness (PREP) Act, all COVID-19 vaccine makers are provided immunity from liability for their products. However, districts, schools and child care facilities implementing such a requirement would open themselves up for lawsuits if a student or employee is injured by a required COVID-19 vaccine, and workers compensation insurance premiums would skyrocket.

There is also no conclusive data showing that the COVID-19 vaccine would lessen the transmission of COVID-19 within a community, and therefore getting the COVID-19 vaccine may not impact the rate of community spread significantly, and may lead to unknowing asymptomatic transmission.

Per state and federal laws, and to mitigate legal and insurance costs, AVFCA asks you to adhere to the following in making any COVID-19 vaccine policies for your district, school or child care facility:

- **Make the COVID-19 vaccine a recommendation, not a requirement**
- **Include in the policy that religious belief and disability exemptions are allowed, without recourse, per Federal law**
- **Include in the policy that employees can sign a declination statement, without recourse, per CA state law**

These requests are supported by extensive legal and scientific information outlined below.

Student COVID-19 vaccine requirements

COVID-19 vaccines have not even started clinical trials for children and so it will be some time until they are granted Emergency Use Authorization for this age group, and at least a year or two until they complete the experimental phase and are fully approved by the FDA. Regardless, Section 120335 of the California Health and Safety Code states that only the California Public Health Department can add another vaccine to the list of vaccines required for enrollment to preschool, and K-12 schools:

(11) Any other disease deemed appropriate by the department, taking into consideration the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians.
http://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=2015201605B277

No district, school or child care facility can require the COVID-19 vaccine for students to attend school in person or otherwise.

Employee Cal/OSHA Declination Statement

According to the California Occupational Safety and Health Administration (Cal/OSHA)'s Aerosol Transmissible Diseases Standard, Title 8, California Code of Regulations (CCR) Section 5199:

“Employers must make available the vaccinations that are appropriate for their employees’ exposures... Employees are permitted to decline any recommended vaccination, but the employer must ensure that they sign the statement... for each declined vaccine... An alternative declination statement is acceptable as long as it meets the CDPH requirements of Health and Safety Code Section 1288.7.” (https://www.dir.ca.gov/dosh/dosh_publications/ATD-Guide.pdf)

By law, no district, school or child care facility can override Cal/OSHA regulations and must allow for a declination statement for all employees. Employees should be made aware they have a right to decline the vaccine and will not be discriminated against or suffer retribution for doing so.

Employee Religious Belief Exemptions

Per the 1964 Civil Rights act, the U.S. Equal Employment Opportunity Commission (EEOC), which enforces Federal laws prohibiting employment discrimination, states employees are protected from employment discrimination when it involves religious discrimination:

“Religious discrimination involves treating a person (an applicant or employee) unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. (<https://www.eeoc.gov/religious-discrimination/>)”

“Once an employer is on notice that an employee’s sincerely held religious belief, practice, or observance prevents the employee from receiving the vaccination, the employer must provide a

reasonable accommodation for the religious belief, practice, or observance unless it would pose an undue hardship under Title VII of the Civil Rights Act. Courts have defined “undue hardship” under Title VII as having more than a *de minimis* cost or burden on the employer. EEOC guidance explains that because the definition of religion is broad and protects beliefs, practices, and observances with which the employer may be unfamiliar, the employer should ordinarily assume that an employee’s request for religious accommodation is based on a sincerely held religious belief.” (<https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws>)

This is underscored by an article in the National Law Review (July 28, 2020) (<https://www.natlawreview.com/article/vaccinate-or-terminate-mandatory-vaccination-workplace-policy>), which states:

“The EEOC first tackled mandatory vaccination in 2009 in response to the H1N1 (“swine flu”) pandemic and incorporated into its guidance established law concerning medical testing and religious objections. In its publication Pandemic Preparedness for the Workplace, the EEOC provided guidance regarding disability-related medical inquiries and medical examinations that might be relevant in a pandemic. As part of the 2009 guidance, the EEOC unequivocally concluded that both the ADA and Title VII prohibited an employer from compelling its employees to be vaccinated...regardless of their medical condition or religious beliefs – even during a pandemic.”

The COVID-19 vaccine requirement is also a violation of employees’ first amendment right to religious exemption, and is without legal precedence. Denying district or school employees the ability to honor their religious convictions goes against the founding principles of the US Constitution. There is no immediate threat of a severe adverse reaction to a contagious disease that justifies stripping these employees of their freedom of religion. Requiring the COVID-19 vaccine for employees would equate to religious discrimination.

By law, every district, school or child care facility must allow for a religious exemption to a COVID-19 vaccine requirement for all employees and contractors. Without this, districts, schools or child care facilities implementing this requirement would open themselves up for religious discrimination lawsuits.

The Precautionary Principle

As an article in the American Journal of Public Health states, “The precautionary principle asserts that the burden of proof for potentially harmful actions by industry or government rests on the assurance of safety and that when there are threats of serious damage, scientific uncertainty must be resolved in favor of prevention.” (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446778/>).

While fully tested vaccines may provide a level of immunity in the future, vaccine development is usually a long, complex process, often lasting 10-15 years, involving a combination of public and private involvement (www.historyofvaccines.org/content/articles/vaccine-development-testing-and-regulation). Vaccines usually go through animal trials and then once a vaccine has been proven safe and effective in animals they are moved to three-stages of human trials (www.cdc.gov/vaccines/basics/test-approve.html).

Let us not forget the past. In 1976, an outbreak of swine flu at a US military base led to fears of a devastating pandemic. By the end of the year, 40 million out of some 200 million Americans were vaccinated for the new strain with a brand new rushed vaccine, but no pandemic appeared, dozens of vaccine recipients were diagnosed with Guillain-Barre syndrome and public health credibility suffered (<https://www.history.com/news/swine-flu-rush-vaccine-election-year-1976>). In 2009, another H1N1 vaccine was rushed to market without fully being tested, due to fears of a global swine flu pandemic. It resulted in one in every 50,000 who received the vaccine having their immune system attack clusters of neurons. Scientists studied this for six years and in 2015, the UK government officially acknowledged that the vaccine caused brain damage, leading to permanent narcolepsy (www.cdc.gov/vaccinesafety/concerns/history/narcolepsy-flu.html).

The two COVID-19 vaccine frontrunners (Pfizer and Moderna) use mRNA technology and the third (Astrazeneca) uses adenovirus-vectored vaccine technology, none of which have ever been approved by the FDA for human use. There is no knowledge of the safety or efficacy of these novel vaccines technologies long term. These vaccines are completely experimental and those given the vaccines prior to the completion of the phase three trials late next year are guinea pigs, and will be monitored for two years during this live experiment.

Furthermore, previous coronavirus vaccine testing (for SARS and MERS) resulted in severe issues of Disease Enhancement. Disease Enhancement occurs after an animal or human receive a vaccine and then when exposed to the virus develop more severe symptoms than those who had not been vaccinated. For example, in studies of an experimental SARS vaccine reported in 2004, vaccinated ferrets developed damaging inflammation in their livers after being infected with the virus (www.ncbi.nlm.nih.gov/pubmed/12725690; www.ncbi.nlm.nih.gov/pmc/articles/PMC3454321/; www.sciencedirect.com/science/article/pii/S0264410X05009163). COVID-19 vaccine trials have not been conducted sequentially to exclude the possibility of this serious reaction happening if exposed to the virus months or even years after vaccination.

The goal of an EUA vaccine should NOT be 100% vaccination, or even close to that. With never before vetted technology, without completed clinical trials and without full FDA approval, a COVID-19 vaccine must only be offered to those who will be severely impacted by not taking the vaccine. We know from the CDC that 99.2% of the population survives COVID-19, and even among the highest mortality groups the survival rate is over 94%.

AVFCA asks that if districts, schools or child care facilities recommend the COVID-19 vaccine to their employees that their recommendations, marketing and communication make the following clear, so their employees can make an informed decision:

- The relative known risks of the COVID-19 vaccine vs COVID-19, its survival rate, therapeutic treatment options to aid informed consent.
- The COVID-19 vaccine is approved by the FDA with Emergency Use Authorization, and has not gone through full clinical trials for safety and efficacy. Therefore the long term safety and efficacy of the vaccine is unknown.
- The vaccine clinical trials have been conducted among those who are healthy, not pregnant or lactating, and who have not had COVID-19. Therefore no safety data among those who are sick, those who are pregnant or lactating, or those who have had COVID-19 exists.

- Current COVID-19 vaccine uses mRNA or adenovirus-vectored vaccine technology, which has never been approved by the FDA for human use. Therefore its long term effects are unknown.
- The vaccine manufacturer and person administering the vaccine has no liability and therefore if a person has an adverse reaction from the vaccine they have no recourse to sue or get any financial compensation from them, but the district, school or child care facility is liable if the vaccine is required.
- All adverse reactions should reported by the patient to their physician who is obligated to file a report in the Vaccine Adverse Events Reporting System database, as well as contact the manufacturer. The patient can also file a report themselves.
- The majority of clinical trial COVID-19 vaccine recipients were injected less than 4 months ago. Not only can the safety not be established, but the long term efficacy can also not be established. It is not known how long the vaccine antibodies will last or if they will confer immunity if the virus mutates. Furthermore, the length of immunity for those who have had COVID-19 has not been fully established, but leading researchers believe it is at least six months, but likely much longer (<https://www.biorxiv.org/content/10.1101/2020.11.15.383323v1>; <https://www.nature.com/articles/s41591-020-01143-2>; <https://www.medrxiv.org/content/10.1101/2020.08.11.20171843v2>). Research has also implied T-cell cross-reactivity from previous coronavirus infections conferring immunity (<https://pubmed.ncbi.nlm.nih.gov/32753554/>; <https://pubmed.ncbi.nlm.nih.gov/32753554/>).
- While the three frontrunner vaccines are thought to lessen the symptoms of COVID-19, they seem not to prevent the transmission, as is the case with other vaccines, such as the pertussis vaccine. If this is the case, the vaccine will reduce the rate of severe symptoms, but may mask transmission.

Districts, schools and child care facilities should follow the Precautionary Principle and heed on the side of caution not requiring the COVID-19 vaccine, until there is the scientific assurance that the COVID-19 vaccine will not put their employees and the community in a higher risk category.

COVID-19 vaccine liability and Workers Compensation Claims

Under section 564 of the Federal Food, Drug, and Cosmetic Act (FD&C Act), the FDA Commissioner may allow unapproved medical products or unapproved uses of approved medical products to be used in an emergency to diagnose, treat, or prevent serious or life-threatening diseases or conditions caused when there are no adequate, approved, and available alternatives. However, vaccines, or other medical products, that are approved under Emergency Use Authorization have not gone through thorough safety and efficacy testing, and may be based on very limited evidence and consciously or unconsciously influenced by the intense pressure to speed vaccines to market (as is likely the case with a COVID-19 vaccine). Furthermore, under the Federal Public Readiness and Emergency Preparedness (PREP) Act all COVID-19 vaccine makers are provided immunity from liability for their products (<https://www.phe.gov/Preparedness/legal/prepact/Pages/default.aspx>). However, if an employee is injured from a vaccine required by their employer, their employer becomes liable for that injury. Not only can the employer be sued, but the injury in California would be considered a compensable injury under Workers Compensation, regardless of where the vaccine is obtained.

In order for an injury to be compensable pursuant to the California Workers' Compensation Law, the injury must: (i) arise out of; and (ii) occur within the course of an employee's employment. *California Labor Code*, Section 3600. This two-pronged requirement is the standard test for an allowance of workers' compensation benefits to be issued in the State of California. To note, when Courts are faced with applying this test, it is well-settled law that the Court "must be guided by the equal fundamental principal that the requirement is to be liberally construed in favor of awarding benefits." *Maher v. Workers' Comp. Appeals Bd.* (1983) 33 Cal.3d 729, 733.

As such specifically relates to a potential adverse injury suffered by an employee as a result of an employer required vaccination, it has long been held in the State of California that where an employee submits to inoculation or a vaccination at the direction of the employer and for the employer's benefit, any injury resulting from an adverse reaction therefrom is compensable under the California Workers' Compensation Act. *Maher v. Workers' Comp. Appeals Bd.* (1983) 33 Cal.3d 729, 734-735; *Roberts v. U.S.O. Camp Shows* (1949) 91 Cal.App.2d 884, 885.

Notwithstanding the foregoing, it is important to note the distinction between employer "encouraged" vaccines and employer "mandated" vaccines. Specifically, there is legal support for denying liability on behalf of an employer should the employer only "encourage" their employees to get the vaccine as such act of taking the vaccine would then potentially be classified as "voluntary," and thus, not be deemed to have occurred "within the course of an employee's employment." On the other hand, those vaccines which are mandated as a condition of an employee's employment / continued employment with a company have consistently been classified by the Courts of the State of California to fall within the scope of an employment-related activity. As such, vaccine-related injuries suffered by employees who were forced into taking vaccines by their employer will likely be deemed as compensable through Workers' Compensation.

Districts, schools and child care facilities should not require the COVID-19 vaccine for employees, so as not to take on this liability or the huge potential financial repercussions that may occur through lawsuits and workers compensation claims.

For all these reasons, A Voice for Choice Advocacy asks districts, schools and child care facilities not to require COVID-19 vaccines of any of their employees or staff, under any circumstance.

Thank you for your time and consideration.

Sincerely,

Christina Hildebrand

Christina Hildebrand,
President,

A Voice for Choice Advocacy, Inc.
christina@avoicetorchoiceadvocacy.org

Giving issues a voice, A Voice for Choice Advocacy advocates for people's rights to be fully informed about the composition, quality, and short- and long-term health effects of all products that go into people's bodies, such as food, water, air, pharmaceuticals and cosmetics.

Weekly Assignment Schedule * 6th Grade * Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/8	Monday	All Day	In Person Distance	KINDNESS WEEK : Wear Purple, Gold, or White today to do Kindness the LES way!
<input type="checkbox"/>	2/8	Monday	8:30 a.m.	Distance Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/8	Monday	8:45 a.m.	Distance Online YouTube	Listen to the local audio clip of hump back whales off the Humboldt Coast https://youtu.be/T1NN2A1T Dc
<input type="checkbox"/>	2/8	Monday	9:00 a.m.	Distance Online Program	Watch this video on a local diver catching a red eared slider like "Max" in their natural habitat. http://www.fovvd.org/htm/kitw%20II%202016/videos/turtle.mp4
<input type="checkbox"/>	2/8	Monday	9:10 a.m.	Distance Online Program Science World Magazine Handout	Read the Article Entitled 'Golden Eggs' on Page 4 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Golden Eggs'
<input type="checkbox"/>	2/8	Monday	9:35 a.m.	Distance Online Program Science World Magazine Handout	Read the Article Entitled 'Heavy Metal' on Page 5 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Heavy Metal'
<input type="checkbox"/>	2/8	Monday	10:00 a.m.	Distance Online Program	Watch the Module 7 Lesson 4 Video
<input type="checkbox"/>	2/8	Monday	10:30 a.m.	Distance Online Program	Complete any Module 7 Lessons that are incomplete. If all are completed begin Module 7 Lesson 4.
<input type="checkbox"/>	2/8	Monday	10:45 a.m.	Distance	Recess
<input type="checkbox"/>	2/8	Monday	11:10 a.m.	Distance Online YouTube	Watch "How the Smoothness of a Soccer Ball affects the Curve" on Physics Girl YouTube Channel https://youtu.be/akjQbPKKD7I
<input type="checkbox"/>	2/8	Monday	11:20 a.m.	Distance Online YouTube	Watch "A Brief History of Life on Earth: The Series" https://youtu.be/-Wfu0GR-mE8
<input type="checkbox"/>	2/8	Monday	11:45 a.m.	Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*

Weekly Assignment Schedule * 6th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/8	Monday	12:15 p.m.	Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P. M.
<input type="checkbox"/>	2/8	Monday	12:30 p.m.	In Person Distance	Direct Instruction Ends
<input type="checkbox"/>	2/8	Monday	12:30 p.m.	Distance	Independent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/8	Monday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/9	Tuesday	ALL DAY	In Person Distance	KINDNESS WEEK : Be unique Day. You are already unique just being you, wear your favorites today even if they don't match! Hat, Hairband, shirt, pants, shoes etc.
<input type="checkbox"/>	2/9	Tuesday	8:30 a.m.	In Person Distance Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	8:45 a.m.	In Person Distance Online Program Google Meet	Watch Mystery Science "What is the Tallest Skyscraper Anyone Can Build?" https://mysteryscience.com/mini-lessons/tallest-skyscraper?code=370bf5e387d13a4fcd7d30aabb61e292 *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	9:10 a.m.	In Person Distance Maazine	Read the Article Entitled 'The Sky is Falling' on Page 6 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'The Sky
<input type="checkbox"/>	2/9	Tuesday	9:45 a.m.	In Person Distance Magazine Google Form Quiz	Read the Article Entitled 'Three Green Mice' on Page 7 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Three Green Mice'
<input type="checkbox"/>	2/9	Tuesday	10 a.m.	Distance Online Program Google Meet	Complete Module 7 Lesson 4 Assignment *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	10:15 a.m.	In Person Distance Online Program Google Meet	Review Module 7 to Prepare for Post Test *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	10:45 a.m.	In Person Distance	Recess

Weekly Assignment Schedule * 6th Grade * Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/9	Tuesday	10:45 a.m.	In Person Distance Online Program	Take Post Test for Module 7
<input type="checkbox"/>	2/9	Tuesday	11:15 a.m.	In Person Distance Online Program	Continue Post Test For Module 7
<input type="checkbox"/>	2/9	Tuesday	11:45 a.m.	In Person Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	12:15 p.m.	In Person Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P. M.
<input type="checkbox"/>	2/9	Tuesday	12:30 p.m.	Distance	Direct Instruction Ends
<input type="checkbox"/>	2/9	Tuesday	12:30 p.m.	Distance	Independent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/9	Tuesday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/10	Wednesday	ALL DAY	In Person Distance	Kindness Week : Show your fun side with your CRAZY HAIR!!
<input type="checkbox"/>	2/10	Wednesday	8:30 a.m.	Distance Google Meet	Whole Group Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	8:45 a.m.	Distance Online Program Google Meet	Watch the Ted Talk " <u>Inside the Mind of a Rastinator</u> " *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	9:10 a.m.	Distance Online Program Google Form Quiz	Read the Article Entitled 'Keep on Counting' on Pages 8 to 11 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Keep on Counting'
<input type="checkbox"/>	2/10	Wednesday	10 a.m.	Distance Online Program	Watch Math Video for Module 8 Lesson 1
<input type="checkbox"/>	2/10	Wednesday	10:15 a.m.	Distance Online Program	Begin Module 8 Lesson 1 Assignment
<input type="checkbox"/>	2/10	Wednesday	10:30 a.m.	Distance	Recess
<input type="checkbox"/>	2/10	Wednesday	10:45 a.m.	Distance Online Program	Complete the Mosa Mack Science Unit on "Matter and its Interactions" It is posted in your Google Classroom under the "Mosa Mack Science" tab.

Weekly Assignment Schedule * 6th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/10	Wednesday	11:15 a.m.	Distance Online Program	Complete any other Mosa Mack assignments that you have not finished. Force & Motion ~ Thermal Energy ~ Photosynthesis ~ Energy Transfer ~ Plant & Animal Structure ~ Design Thinking
<input type="checkbox"/>	2/10	Wednesday	11:45 a.m.	Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	12:15 p.m.	Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P.M.
<input type="checkbox"/>	2/10	Wednesday	12:30 p.m.	Distance	Direct Instruction Ends
<input type="checkbox"/>	2/10	Wednesday	12:30 p.m.	Distance	Impedent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/10	Wednesday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/11	Thursday	ALL DAY	In Person Distance	Kindness Week : Put a cap on Bullying- wear a hat today- baseball hat, winter hat, cowboy hat you name it!
<input type="checkbox"/>	2/11	Thursday	8:30 a.m.	In Person Distance Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/11	Thursday	8:45 a.m.	In Person Distance Online Program Google Meet	Watch the Mystery Science "Why Do Cats Purrr?" https://mysteryscience.com/mini-lessons/cats-purrr?code=b7d7578456039b70065968f6e161fe7d *Google Meet*
<input type="checkbox"/>	2/11	Thursday	9:10 a.m.	In Person Distance Science World Magazine Google Form Quiz	Read the Article Entitled 'The Bill Chill' on Page 12 to 15 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'The Bill Chill'
<input type="checkbox"/>	2/11	Thursday	10 a.m.	In Person Distance Online Program *Google Meet*	Review Module 8 Lesson 1 Assignment *Google Meet*
<input type="checkbox"/>	2/11	Thursday	10:15 a.m.	In Person Distance Online Program Google Meet	atch Module 8 Lesson 2 *Google Meet*

Weekly Assignment Schedule * 6th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/11	Thursday	10:30 a.m.	In Person Distance	Recess
<input type="checkbox"/>	2/11	Thursday	10:45 a.m.	Distance Online Program Google Meet	in Module 8 Lesson 2 Assignment *Google Meet*
<input type="checkbox"/>	2/11	Thursday	11:45 a.m.	In Person Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*
<input type="checkbox"/>	2/11	Thursday	12:15 p.m.	In Person Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P. M.
<input type="checkbox"/>	2/11	Thursday	12:30 p.m.	In Person Distance	Direct Instruction Ends
<input type="checkbox"/>	2/11	Thursday	12:30 p.m.	Distance	Independent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/11	Thursday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/12	Friday	ALL DAY	Distance	Kindness Week : Dream of a Kinder Future Day- Wear your PJ's to school
<input type="checkbox"/>	2/12	Friday	8:30 a.m.	Distance Google Meet	Whole Group Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/12	Friday	8:45 a.m.	Distance Science World Google Form Quiz	Read the Article 'Holograms' on Pages 16 to 19 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Holograms'
<input type="checkbox"/>	2/12	Friday	9:10 a.m.	Distance	CATCH UP DAY ~ WORK ON ALL INCOMPLETE WORK
<input type="checkbox"/>	2/12	Friday	12:30 a.m.	Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P.M.
<input type="checkbox"/>	2/12	Friday	3:00 p.m.	Distance	School Is Out of Session For the Week
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Weekly Assignment Schedule * 5th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/8	Monday	ALL DAY	In Person Distance	KINDNESS WEEK : Wear Purple, Gold, or White today to do Kindness the LES way!
<input type="checkbox"/>	2/8	Monday	8:30 a.m.	In Person Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/8	Monday	8:45 a.m.	In Person Distance Online Program	Listen to the local audio clip of hump back whales off the Humboldt Coast https://youtu.be/TINN2Ait_Dc
<input type="checkbox"/>	2/8	Monday	9:00 a.m.	In Person Distance Online Video	<u>Watch this video on a local diver catching a red eared slider like "Max" in their natural habitat.</u> http://www.fov.org/htm/kitw%20II%202016/videos/turtle.mp4
<input type="checkbox"/>	2/8	Monday	9:10 a.m.	In Person Distance Science World Magazine Handout	Read the Article Entitled 'Golden Eggs' on Page 4 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Golden Eggs'
<input type="checkbox"/>	2/8	Monday	9:35 a.m.	In Person Distance Science World Magazine Handout	Read the Article Entitled 'Heavy Metal' on Page 5 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Heavy Metal'
<input type="checkbox"/>	2/8	Monday	10:00 a.m.	In Person Online Program Google Meet	Chapter 3 Lesson 1 ~ Begin Assignment *Google Meet*
<input type="checkbox"/>	2/8	Monday	10:45 a.m.	In Person Distance	Recess
<input type="checkbox"/>	2/8	Monday	11:10 a.m.	In Person Distance Online Program Google Meet	Chapter 3 Lesson 2 ~ Begin Assignment *Google Meet*
<input type="checkbox"/>	2/8	Monday	11:45 a.m.	In Person Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*
<input type="checkbox"/>	2/8	Monday	12:15 p.m.	In Person Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P. M.

Weekly Assignment Schedule * 5th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/8	Monday	12:30 p.m.	In Person Distance	Direct Instruction Ends
<input type="checkbox"/>	2/8	Monday	12:30 p.m.	Distance	Impedendent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/8	Monday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/9	Tuesday	ALL DAY	In Person Distance	KINDNESS WEEK : Be unique Day. You are already unique just being you, wear your favorites today even if they don't match! Hat, Hairband, shirt, pants, shoes etc.
<input type="checkbox"/>	2/9	Tuesday	8:30 a.m.	Distance Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	8:45 a.m.	Distance Online Program Google Meet	Watch Mystery Science "What is the Tallest Skyscraper Anyone Can Build?" https://mysteryscience.com/mini-lessons/tallest-skyscraper?code=370bf5e387d13d44f6fd7d30aabb61e292 *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	9:10 a.m.	Distance Magazine Google Form Quiz	Read the Article Entitled 'The Sky is Falling' on Page 6 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'The Sky is Falling'
<input type="checkbox"/>	2/9	Tuesday	9:45 a.m.	Distance Magazine Google Form Quiz	Read the Article Entitled 'Three Green Mice' on Page 7 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Three Green Mice'
<input type="checkbox"/>	2/9	Tuesday	10:00 a.m	Distance Online Program	Watch Lesson Video for Chapter 3 Lesson 3
<input type="checkbox"/>	2/9	Tuesday	10:15 a.m.	Distance Online Program	Begin Chapter 3 Lesson 3
<input type="checkbox"/>	2/9	Tuesday	10:45 a.m.	Distance	Recess
<input type="checkbox"/>	2/9	Tuesday	11:10 a.m.	Distance Online Program	Watch "How the Smoothness of a Soccer Ball affects the Curve" on Physics Girl YouTube Channel https://youtu.be/akjQbPKKdZI
<input type="checkbox"/>	2/9	Tuesday	11:25 a.m.	Distance Online Program	Watch "A Brief History of Life on Earth: The Series" https://youtu.be/-Wfu0GR-mE8

Weekly Assignment Schedule * 5th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/9	Tuesday	11:45 a.m.	Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*
<input type="checkbox"/>	2/9	Tuesday	12:15 p.m.	Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P. M.
<input type="checkbox"/>	2/9	Tuesday	12:30 p.m.	Distance	Direct Instruction Ends
<input type="checkbox"/>	2/9	Tuesday	12:30 p.m.	Distance	Independent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/9	Tuesday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/10	Wednesday	ALL DAY	In Person Distance	Kindness Week : Show your fun side with your CRAZY HAIR!!
<input type="checkbox"/>	2/10	Wednesday	8:30 a.m.	In Person Distance Google Meet	Whole Group Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	8:45 a.m.	In Person Distance Online Program Google Meet	Watch the Ted Talk "Inside the Mind of a <u>Procrastinator</u> " *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	9:10 a.m.	In Person Distance Online Program Google Form Quiz	Read the Article Entitled 'Keep on Counting' on Pages 8 to 11 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'Keep on Counting'
<input type="checkbox"/>	2/10	Wednesday	10 a.m.	In Person Distance Online Program Google Meet	Law Chapter 3 Lesson 3 *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	10:15 a.m.	In Person Distance Online Program Google Meet	Watch Video for Chapter 3 Lesson 4 *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	10:45 a.m.	In Person Distance	Recess
<input type="checkbox"/>	2/10	Wednesday	11:10 a.m.	In Person Distance Online Program Google Meet	Begin Chapter 4 Lesson 4 Whole Group *Google Meet*
<input type="checkbox"/>	2/10	Wednesday	11:45 a.m.	In Person Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*

Weekly Assignment Schedule * 5th Grade *

Week of 2/8 to 2/12

✓	Date	Day	Time	Location	Task
<input type="checkbox"/>	2/10	Wednesday	12:15 p.m.	Distance	Clean Up and Organize Your Materials / Make a Plan for Completing Work The Rest of the Day Until 3 P.M.
<input type="checkbox"/>	2/10	Wednesday	12:30 p.m.	Distance	Direct Instruction Ends
<input type="checkbox"/>	2/10	Wednesday	12:30 p.m.	Distance	Independent Work Time / 1 on 1 Meetings / Staff Office Hours
<input type="checkbox"/>	2/10	Wednesday	3:00 p.m.	Distance	Independent Work Time Ends / School Is Out of Session
<input type="checkbox"/>	2/11	Thursday	ALL DAY	In Person Distance	Kindness Week : Put a cap on Bullying- wear a hat today- baseball hat, winter hat, cowboy hat you name it!
<input type="checkbox"/>	2/11	Thursday	8:30 a.m.	Distance Google Meet	Morning Mandatory Check In *Google Meet*
<input type="checkbox"/>	2/11	Thursday	8:45 a.m.	Distance Google Meet	Watch the Mystery Science "Why Do Cats Purr?" https://mysteryscience.com/mini-lessons/cats-purr?code=b7a7578456039b70065968f6e161fe7d *Google Meet*
<input type="checkbox"/>	2/11	Thursday	9:10 a.m.	Distance Science World Magazine Google Form Quiz	Read the Article Entitled 'The Bill Chill' on Page 12 to 15 in your Science World Magazine. Complete the Quiz sent to your school email entitled 'The Bill Chill'
<input type="checkbox"/>	2/11	Thursday	10 a.m.	Distance Online Program	Work on Chapter 3 Lessons 1 thorough 4 Assignment
<input type="checkbox"/>	2/11	Thursday	10:45 a.m.	Distance	Recess
<input type="checkbox"/>	2/11	Thursday	10:45 a.m.	Distance Online Program	Complete the Mosa Mack Science Unit on "Matter and its Interactions" It is posted in your Google Classroom under the "Mosa Mack Science" tab.
<input type="checkbox"/>	2/11	Thursday	11:15 a.m.	Distance Online Program	Complete any other Mosa Mack assignments that you have not finished. Force & Motion ~ Thermal Energy ~ Photosynthesis ~ Energy Transfer ~ Plant & Animal Structure ~ Design Thinking
<input type="checkbox"/>	2/11	Thursday	11:45 a.m.	In Person Distance Google Meet	Whole Group ~ Language Arts ~ 'The One & Only BOB' *Google Meet*

TO: Loleta Teachers Association
Heather Nyburg, Association President/Bargaining Chair

FROM: Loleta Elementary School District
Autumn Chapman, Superintendent

DATE: February 08, 2021

RE: "Sunshine" of the Loleta Elementary School District Initial Bargaining Proposal

The Loleta Elementary School District is "sunshining" (presenting) its initial bargaining proposal to the Loleta Teachers Association CTA/NEA for the purpose of successor contract negotiation for the agreement that expired on June 30, 2014.

Article 1 – Term

The District has an interest in obtaining a multi-year successor agreement that is the maximum length permitted by law.

Article 6 – Evaluations

The District has an interest in streamlining this process and providing for meaningful evaluations.

Article 8 – Leaves

The District has an interest in updating language for compliance with current law.

Article 10 – Health and Welfare

The District has an interest in negotiating changes mandated by NCSMIG.

Article 11 – Salaries

The District has an interest in ensuring competitive and fair wages.



ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

2/8/2021 11:29:14 AM

28

trown

2021

ALL

02/11/2021

21000027

21000030

ALL

2021

Vendor Name

Both

NO

NO

NO

General Settings

Report Name

Printed

District

Logon

Fiscal Year

Filters

Transaction Type:

Board Meeting Date:

From Transmittal Number:

To Transmittal Number:

Audit Type:

Fiscal Year:

Sort By:

Print Description:

Include Vendor Address:

Page Break By Transmittal:

Include Voided Transmittal:

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 02/11/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 2100027-0 AUDIT

Reference	Vendor	Description	Amount
PV210343-001	ACE HARDWARE-FORTUNA	COVID/SUPPLIES/MAINTENANCE FACILITIES	72.06
		Total Payment Amount	72.06
PV210344-001	ADVANCED SECURITY SYSTEMS (C)	ALARM SYSTEM FACILITIES/SAFETY	156.00
		Total Payment Amount	156.00
PV210345-001	COPIERS PLUS	TONER UTILITIES	75.10
		Total Payment Amount	75.10
PV210346-001	CRYSTAL SPRINGS CO	WATER FOR STAFF & STUDENTS COVID	14.00
		Total Payment Amount	14.00
PV210347-001	DAVID L. MOONIE & CO. LLP	AUDIT ADMIN	1,500.00
		Total Payment Amount	1,500.00
PV210348-001	FERNDALE TECH	COVID/COMPUTER REPAIRS TECHNOLOGY	3,179.67
		Total Payment Amount	3,179.67
PV210349-001	HUMBOLDT TERMITE & PEST(C)	CAMPUS MAINTENANCE UTILITIES	35.00
		Total Payment Amount	35.00
PV210350-001	HUMMEL TIRE AND WHEEL INC	BUS TIRES UTILITIES	1,341.07
		Total Payment Amount	1,341.07
PV210351-001	LOLETA COMMUNITY SERVICES DIST	WATER/COVID UTILITIES	193.69
		Total Payment Amount	193.69
PV210352-001	MISSION LINEN SERVICE INC	SUPPLIES CAFETERIA	112.23
		Total Payment Amount	112.23

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 02/11/2021

28 Loleta Union

Transmittal Number: 2100027-0 AUDIT
 Vendor Reference
 PV210353-001 SHELARA INC.

Description Amount
 LLI INTERVENTION TRAINING 499.00
 PROFESSIONAL DEVELOPMENT 499.00
 Total Payment Amount 998.00

Transmittal Total 7,177.82

Fund Summary:
 Fund 01 7,065.59
 Fund 13 112.23

Transmittal Number: 2100028-0 AUDIT
 AT&T LONG DISTANCE
 PV210355-001

INTERNET UTILITIES 180.54
 Total Payment Amount 180.54

PV210354-001 AT&T

INTERNET UTILITIES 5,683.33
 Total Payment Amount 5,683.33

PV210356-001 CRYSTAL CREAMERY

MILK FOR STUDENTS/COVID CAFETERIA 754.18
 Total Payment Amount 754.18

PV210361-001 ECOLAB

CAFETERIA CAFETERIA 193.92
 Total Payment Amount 193.92

PV210357-001 FORBUSCO LUMBER COMPANY

SUPPLIES FACILITIES 26.32
 Total Payment Amount 26.32

PV210358-001 HEINEMANN

WORKBOOKS CURRICULUM 2,195.91
 Total Payment Amount 2,195.91

PV210359-001 HUMBOLDT TERMITTE & PEST(C)

CAMPUS MAINTENANCE UTILITIES 35.00
 Total Payment Amount 35.00

PV210360-001 MENDES SUPPLY COMPANY

SUPPLIES/COVID 431.10
 Total Payment Amount 431.10

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 02/11/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000028-0 AUDIT

Reference	Vendor	Description	Amount
		UTILITIES	
		Total Payment Amount	431.10
PV210362-001	RECOLOGY	GARBAGE& RECYCLING	574.66
		UTILITIES	
		Total Payment Amount	574.66
PV210364-001	SFS OF SCRAMENTO INC	CAFETERIA	1,451.11
		CAFETERIA/COVID SUPPLIES	
		Total Payment Amount	1,451.11
PV210363-001	SHELARA INC.	LLI INTERVENTION TRAINING	499.00
		PROFESSIONAL DEVELOPMENT	
		Total Payment Amount	499.00
PV210365-001	VALLEY PACIFIC PETROLEUM	GAS	188.78
		UTILITIES	
		Total Payment Amount	188.78
		Transmittal Total	12,213.85
		Fund Summary:	
		Fund 01	9,814.64
		Fund 13	2,399.21

Transmittal Number: 21000029-0 AUDIT

PV210366-001	CLENDENEN'S CIDER WORKS	CAFETERIA	176.00
		CAFETERIA	
		Total Payment Amount	176.00
PV210372-001	DAWNINE DOLF	CLASSROOM SUPPLIES	86.42
		STAFF REIMBURSEMENT	
		Total Payment Amount	86.42
PV210367-001	PG&E	ELECTRICITY	1,201.71
		UTILITIES	
PV210368-001	PG&E	ELECTRICITY	4.03
		UTILITIES	
		Total Payment Amount	1,205.74

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 02/11/2021

28 Loleta Union

Transmittal Number: 2100029-0 AUDIT

Reference Vendor SPURR
 PV210369-001

Description NATURAL GAS UTILITIES
 Amount 528.57

Total Payment Amount 528.57

PV210370-001 STATE OF CALIFORNIA-DOJ LIVESCAN 32.00

FINGERPRINTING 32.00

Total Payment Amount 32.00

PV210371-001 VERIZON WIRELESS HOTSPOT/WIFI 1,419.80

COVID/TECHNOLOGY 1,419.80

Total Payment Amount 1,419.80

Transmittal Total 3,448.53

Fund Summary: Fund 01 3,272.53

Fund 13 176.00

Transmittal Number: 2100029-3 AUDIT

LAKESH HEGLER PV210374-001

FINGERPRINTS, FOOD HANDLERS STAFF REIMBURSEMENT 34.00

Total Payment Amount 34.00

Transmittal Total 34.00

Fund Summary: Fund 01 34.00

Transmittal Number: 2100030-0 AUDIT

CALI REXFORD PV210375-001

LIVESCAN STAFF REIMBURSEMENT 25.00

Total Payment Amount 25.00

EMPLOYMENT DEV.DEPT PV210377-001

SDI Q4 2020 LCAP BS 1,421.92

Total Payment Amount 1,421.92

PG&E PV210378-001

ELECTRICITY UTILITIES 1,302.80

Total Payment Amount 1,302.80

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 02/11/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 2100030-0 AUDIT

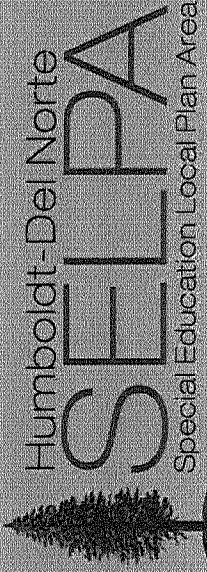
Reference	Vendor	Description	Amount
PV210379-001	SCHOOL & COLLEGE LEGAL SERVICE	COMPLIANCE TRAINING	60.00
		PROFESSIONAL DEVELOPMENT	
		Total Payment Amount	60.00
		Transmittal Total	2,809.72
		Fund Summary: Fund 01	2,809.72
	Payment Count: 32	Transmittal Count: 5	Grand Total: 25,683.92

The above Payable transactions have been issued in accordance with the District's policies and procedures.
 It is recommended that the Board of Trustees approve them.

 Authorized Agent



 Board Approval



Mirndy Fattig, Executive Director
2822 Harris Street ♦ Eureka, CA 95503
(707) 441-2051 ♦ (707) 445-6124 Fax
hdnselfpa@hcoe.org ♦ www.hdnselfpa.org

Humboldt-Del Norte SELPA Local Plan 2020-21 Board Agenda Item - Summary

Background: The Lolita Union Elementary School District is a member of the Humboldt-Del Norte Special Education Local Plan Area (SELPA). The purpose of the SELPA is to ensure that all students with disabilities living within its boundaries will be provided a free appropriate public education as required by the Federal Individuals with Disabilities Education Act (IDEA) and California Education Code. The Local Plan contains a governance and administration section that includes policies and procedures for the provision of special education services by all Local Educational Agencies (LEAs) within the SELPA.

The Humboldt-Del Norte SELPA Local Plan was last fully revised in 2012 and at that time required subsequent approval by all participating LEAs within the SELPA.

Discussion: Under the trailer bill language of the adopted budget in 2018, AB 1808, the Governor required all SELPAs to develop a local plan that conformed to a template to be provided by the California Department of Education (CDE). CDE developed the Section B template for the Local Plan titled Governance and Administration to be used by all SELPAs in the State. Section B, Governance and Administration, requires Humboldt-Del Norte SELPA member LEA board approval.

A local plan committee was formed in the Humboldt-Del Norte SELPA consistent with the required stakeholders per education code. Stakeholders included both general and special education teachers, administrators along with parent representatives of students with disabilities and community members for the Humboldt-Del Norte SELPA's Community Advisory Committee. The language within the current Local Plan was used to satisfy the majority of requirements of the new template. Additional language was developed, reviewed, and recommended by the committee for parts of the new template that were in excess of the current Local Plan. The required sections of the Local Plan using the new templates from CDE (Section B- Governance and Administration,) were approved unanimously by the Humboldt- Del Norte SELPA Superintendents' Policy Council on November 19, 2020. The meeting was held consistent with the Brown Act and Governor Newsom's Executive Order 29-20 to allow the public an opportunity to participate and comment.

Following approval by the Superintendents' Policy Council, the Local Plan Section B Governance and Administration, must be approved by all governing boards of member LEAs and by the Humboldt County Office of Education board and Del Norte County Office of the Education board. These approvals of the Local Plan will be submitted to CDE no later than June 30, 2021. Upon final approval, the Local Plan must be posted on the website of each member LEA, the Humboldt-Del Norte SELPA, and Humboldt County Office of Education.

Local Plan Sections

Section A, Contacts and Certifications

Section B, Governance and Administration, must be reviewed every three years

Member LEAs: Arcata School District, Big Lagoon Union School District, Blue Lake Union Elementary School District, Bridgeville School District, Cuddeback Union School District, Cullen School District, Del Norte County Unified, Del Norte County Office of Education, Eureka City Schools, Ferndale Unified School District, Fieldbrook School District, Fortuna Elementary School District, Fortuna Union High School District, Freshwater School District, Garfield School District, Green Point School District, Humboldt County Office of Education, Hydabutte School District, Jacoby Creek School District, Klamath-Trinity Joint Unified School District, Lineal School District, Lolita Union School District, Maple Creek School District, Mattole Unified School District, McKinleyville Union School District, Northern Humboldt Union High School District, Northern United Humboldt Charter School, Orick School District, Pacific Union School District, Pacific View Charter 2.0 Peninsula Union School District, Rio Dell School District, Scotia Union School District, South Bay Union School District, Southern Humboldt Unified School District, Trinidad Union School District

Section D, Annual Budget Plan, must be developed and approved annually
Section E, Annual Services Plan, must be developed and approved annually

Member LEAs: Arcata School District, Big Lagoon Union School District, Blue Lake Union Elementary School District, Bridgeville School District, Caddaback Union School District, Catten School District, Del Norte County Unified, Del Norte County Office of Education, Eureka City Schools, Ferndale Unified School District, Fieldbrook School District, Fortuna Elementary School District, Fortuna Union High School District, Freshwater School District, Garfield School District, Green Point School District, Humboldt County Office of Education, Hydesville School District, Jacoby Creek School District, Klamath-Trinity Joint Unified School District, Kneeland School District, Loloia Union School District, Maple Creek School District, Mattole Unified School District, McKinleyville Union School District, Northern Humboldt Union High School District, Northern United Humboldt Charter School, Orick School District, Pacific Union School District, Pacific View Charter 2.0, Peninsula Union School District, Rio Dell School District, Scotch Union School District, South Bay Union School District, Southern Humboldt Unified School District, Trinidad Union School District

SELPA

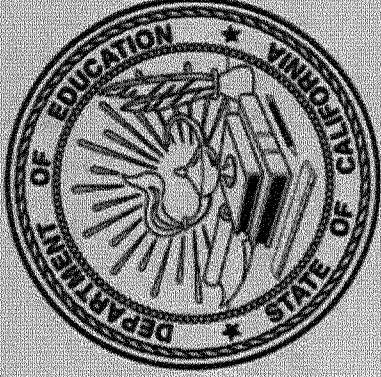
Humboldt-Del Norte

Fiscal Year

2020-21

LOCAL PLAN

**Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA**



**California Department of Education
Special Education Division**

January 2020

Section B: Governance and Administration

SELPA

Fiscal Year

B. Governance and Administration

California Education Code (EC) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Humboldt-Del Norte Special Education Local Plan Area (SELPA) is composed of 34 school districts within the geographic area of Humboldt and Del Norte counties and the Humboldt and Del Norte County Offices of Education. Together these LEA's have joined in a cooperative plan to provide special education programs and services for all individuals with disabilities, birth through the age of 21, who resides in Humboldt and Del Norte counties. The Humboldt County Office of Education has been designated the Administrative Unit (AU). (ED Code Section 56195.1 (c))

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The governing body of the Humboldt-Del Norte SELPA is the Superintendents' Special Education Policy Council. Members of the Policy Council are responsible to the governing boards of the local education agencies (LEAs) in the SELPA.

In accordance with all applicable state and federal laws, the Humboldt- Del Norte SELPA shall be governed by a Superintendents' Special Education Policy Council composed of county, single district and regional voting members. The Policy Council conducts regular public meetings and is governed by a set of bylaws. The specific functions of the Policy Council necessary to carry out its responsibilities include, but are not necessarily limited to:

- Develops SELPA policies and agreements and reviews procedures for effective management and operation of special education programs and services throughout the SELPA;
- Develops SELPA policies and agreements and reviews procedures to assure individuals with disabilities equal access to special education programs and services and full educational opportunity and procedural safeguards for such individuals and their parents;
- Recommends to the governing boards the designations of the Administrative Unit (AU) as reflected in the Local Plan;
- Review and approve SELPA-wide services and related budgets including the SELPA administrative budget and the annual SELPA-wide budget and service plans;
- Directs the allocation of funding to members based upon Local Plan requirements, current pupil counts and

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year

2020-21

service priorities;

- Participates with the Humboldt County Office of Education (AU) in the hiring and evaluation of the SELPA Director;
- Recommends and reviews the activities of special education programs and services within the SELPA;
- Establishes committees as necessary to carry out the functions of the Policy Council;
- Reviews special education issues and recommends effective solutions to governing boards;
- Receives and considers recommendations from:
 - participating LEA governing boards,
 - the Community Advisory Committee,
 - other committees, task forces and advisory groups established by the Policy Council or the SELPA Director,
 - community agencies,
 - the SELPA Director and Regional Office staff, and
 - other individuals concerned with special education in Humboldt and Del Norte counties;
- Promotes cooperation and communication among the LEAs and with the communities and community agencies; and
- Reviews and develops the Local Plan as required and assures each LEA's compliance with that plan, and compliance with all applicable laws, rules, regulations and policies.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The SELPA Director, under the direction of the Superintendents' Special Education Policy Council, provides administrative support and coordination of the implementation of the Local Plan. Each participating LEA agrees to carry out the responsibilities and functions assigned in the Local Plan. Each county/region/district voting representation will be based on the previous year CALPADS count. Regional designation with more than one vote may appoint more than one voting representative. Appointments will be determined by each region and voting representatives will not exceed the total number of votes. The SELPA Director shall serve as a non-voting member of the Council.

The Local Plan, or amendments to the Plan, shall be affected utilizing a voting structure agreed upon by the Policy Council which consists of regionalized votes based on ADA.

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Humboldt County Office of Education (HCOE) is designated as the official administrative unit (AU) of the Humboldt-Del Norte SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SELPA Policy Council in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of HCOE in accordance with the Humboldt-Del Norte SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the SELPA Policy Council.

The SELPA and the County Offices of Education work closely to align services, training and supports for all the member LEAs in accordance to the local plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following the decision making process in this Local Plan.

Public School within a School District or County Office of Education:

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administrated by the chartering entity.

The chartering entity will receive all applicable special education funds as specified in the SELPA's approved funding allocations.

The chartering entity and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. When the chartering entity is a district, the charter school should be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

Charter School as an LEA Within the SELPA:

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year

2020-21

A charter school that was chartered by or assigned to a SELPA member may apply to the Policy Council to become an LEA for the provision of special education services. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the SELPA. The independent charter shall be assigned to the region in which the school/operation is located within the SELPA. Like other members of the SELPA, the charter school will be represented on the Policy Council by the individual chosen to represent that region.

The applicant charter school will be deemed an LEA if the Policy Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this Local Plan.

Participation of Charter Schools in the Local Plan:

A charter school may participate in the SELPA in one of two ways depending upon their governance structure. If the charter school is recognized as another public school within the LEA which serve special education students or in accordance with the charter school's MOU with an existing LEA SELPA member, then the charter will be represented by, and receive funding from, the existing LEA in the same manner as all other schools with the LEA. If the charter school is independent in all matters, including fiscal and governance, then the charter school will be deemed to be a separate LEA within the SELPA and will participate in the same manner as all other LEAs as described in this Local Plan.

A charter school which applies to be an independent LEA within the SELPA must conform to all of the policies and regulations of the Local Plan, and all applicable federal and state laws.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Feedback and involvement from the Community Advisory Committee (CAC) is an important component of the development of the local plan. The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The SELPA regularly seeks out guidance, input and feedback from individuals from LEAs including representation from General Education, Special Education, Administration as well as parent members of the CAC. These representatives are encouraged to attend meetings and provide input dedicated to the development, revision or updating of the local plan.

Section B: Governance and Administration

SELPA

Fiscal Year

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The selection of the Humboldt County Office of Education as the AU of the Humboldt-Del Norte SELPA is based upon an agreement between the Humboldt-Del Norte SELPA Policy Council, the individual school districts within the boundaries of the SELPA and the Humboldt County Superintendent of Schools. The AU shall continue on a year to year basis with the mutual agreement of the parties. The AU shall be responsible for performing the following functions:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Director
- Serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office;
- Receiving and distributing the special education funds to LEA accounts for special education program and services in accordance with the annual recommendations made by the Policy Council.
- Establishing appropriate fiscal record-keeping procedures in accordance with state and federal requirements, maintaining accurate fiscal accounting records and submitting required fiscal reports to the appropriate authorities;
- Maintaining accountability for the SELPA AU budget and expenditures in accordance with state and federal requirement and Policy Council recommendations;
- Coordinating with, and auditing the participating LEAs, the certification of fiscal, attendance, transportation and student management information systems;
- Certifying that each participating LEA meets all applicable state and federal laws pertaining to the education of individuals with disabilities.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Each participating LEA shall carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless stated otherwise in the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a continuum of program options is available throughout Humboldt and Del Norte counties.

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan.

Section B: Governance and Administration

SELPA

Humboldt-Del Norte

Fiscal Year

2020-21

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The governing board of each District is responsible for the education of all individuals with disabilities, who are properly enrolled within the LEA's jurisdiction in accordance with state and federal requirements and policies, agreements and procedures described in the Local Plan. The specific functions of the governing board necessary for carrying out that responsibility include, but may not necessarily be limited to:

- Approving its district's participation within the SELPA. Includes complying with the adopted Local Plan and all subsequent revisions of the Local Plan or notifying the Policy Council, at least one year prior, of its intent to elect an alternative option;
- Delegating the administrative policy-making process and procedures for carrying out its responsibility to the Policy Council;
- Designating the district's superintendent to either assist in the selection of the regional representative for the region in which the district is located or to appoint a district representative if the district is considered a single district in the membership designation;
- Advising the Policy Council through its representative;
- Selecting, compensating and determining the duties of special education teachers, instructional aides and other personnel needed to provide those special education programs and services it has contracted to operate;
- Developing and maintaining budgets for those special education programs and services it has contracted to operate;
- Ensuring its district's adherence to all applicable state and federal laws and policies of the Policy Council;
- Adopting district determined necessary procedures for the operation of those special education programs and services it has contracted to operate which are not in conflict with the state or federal requirements or policies, agreements and procedures described in the Local Plan;
- Providing facilities for regionalized programs for special education services it has contracted to operate;
- Providing or arranging for required special transportation;
- Cooperating with the governing boards of Humboldt-Del Norte SELPA LEAs to assure the availability of special education services to all individuals with disabilities regardless of their district of residence;
- Encouraging representation to the Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendent of each participating local school district is responsible for assuring the provision of appropriate special education programs and services for students with disabilities for whom the district is responsible in

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accordance with the policies, agreements and procedures established by the governing board and those described in the Local Plan. The specific functions of the district superintendents necessary for carrying out that responsibility include, but are not necessarily limited to:

- Representing, or appointing a designated representative of that educational agency; or selecting a representative to act on behalf of the educational agency if the district is in a regional designation, the district as a member of the SELPA Policy Council and carrying out the functions of the Policy Council as described in the Local Plan;
- Acting as a liaison between the governing board and the Policy Council;
- Providing leadership within the district in support of special education programs and services;
- Advising the governing board of policies adopted by the Policy Council;
- Recommending to the governing board the development and adoption of local policies for special education programs and services;
- Recommending to the governing board any revisions of special education programs and services which are necessary to meet the changing needs of the district and which should be considered in the SELPA budget planning process;
- Developing and maintaining fiscal accounting records and information compatible with procedures established by the Policy Council and the Humboldt County Office of Education and in a manner that facilitates an audit by a certified public accountant, the California Department of Education or the Policy Council;
- Collecting information on the district's special education program operation and reporting such information to the SELPA Director;
- Supporting and cooperating in SELPA regional activities, such as:
 - personnel development,
 - coordination of curriculum,
 - program evaluation, and
 - student management information systems;
- Consulting with the SELPA Director regarding actions involving the due process, a complaint or a major programmatic change affecting the SELPA;
- Implementing and monitoring actions directed by administrative hearing officers or compliance officers, and
- Providing oversight to all special education programs and services within the district in order to ensure maintenance of standards and adherence to all relevant laws, rules, regulations and policies.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The responsibilities of each LEA and COE for coordination and administration of the local plan include, but are not necessarily limited to:

- Advising the superintendent and governing board regarding the status, accomplishments and needs of the

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special education programs and services operating within the LEA;

- Gathering, interpreting and reporting data regarding the implementation, administration and operation of the Local Plan within the LEA;
- Monitoring the assessment, instructional planning, placement and review procedures of individuals with disabilities;
- Serving as the administrator for IEP team meetings, as necessary;
- Supervising the development and implementation of appropriate curriculum and instruction for individuals with disabilities, including modification of the regular core curriculum;
- Coordinating child find activities at the local level;
- Assisting in or directing the development and monitoring of the special education budget for the LEA;
- Assisting in or providing the supervision and evaluation of special education personnel;
- Monitoring special education programs and services to ensure their provision in the least restrictive environment and in appropriate facilities;
- Working cooperatively with other SELPA LEAs in the planning and implementation of the full continuum of programs and services on a regional bases;
- Assisting in the identification of personnel development needs and inservice education programs;
- Advising the development of local and SELPA-wide policies and procedures;
- With the assistance of parents and staff, identifying potential candidates for membership on the Community Advisory Committee (CAC) to submit for governing board selection, and;
- Coordinating California Department of Education evaluation activities within the LEA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The Policy Council shall approve positions necessary for the operation of the SELPA functions according to this Local Plan and based upon the recommendations from the SELPA Director.

- The AU is responsible for serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office.
- The AU is responsible for the recruitment and hiring of the SELPA Director and staff.
- The Superintendents' Council shall jointly supervise and evaluate the SELPA Director's performance, including implementing disciplinary action as may be necessary.

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- The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the SELPA AU for allocation to LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation plan of federal and state special education funds shall be made by the Policy Council and approved by the LEA governing boards (Del Norte County/District shall be considered one governing board).

The governing boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Policy Council has been designated the authority to verify the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to the approved Special Education Funding Allocation Plan. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Superintendent's Special Education Policy Council shall annually review and allocate the special education funds to all the participating LEAs in the SELPA according to the allocation model described in this Local Plan.

c. The operation of special education programs: education programs:

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment and IEP processes are utilized to identify the needs of each individual student with disabilities. The LEAs shall assure that students will have their rights to appropriate services provided in the least restrictive environment.

Role of the AU/RLA:

The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

In order to ensure that a full continuum of appropriate services are available on a regional basis throughout the SELPA, the AU shall be authorized to enter into agreements with one or more LEAs to develop and operate program services and to recover the costs associated with providing those services in accordance with the approved Local Plan and Program Reimbursement Matrix.

Role of the SELPA Administrator:

- Coordinate implementation of all components of the Local Plan;
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services;
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations;

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- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Role of the LEA:

Each LEA shall utilize one or more of the following options to provide special education and services and to assure full educational opportunity:

- Provide a full continuum of special education programs within their district;
- Contract with another LEA within the SELPA for special education programs/services, if applicable;
- Refer for placement in programs and/or services provided by nonpublic schools or agencies or residential treatment centers;
- Refer for diagnostic services and/or placement in State Special Schools.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

It is the intent of the SELPA that the needs of students with disabilities as identified in their IEPs shall be met through the appropriate use of special education funds. To ensure the appropriate use of special education funds the following steps shall be followed:

Role of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Role of the SELPA Administrator:

The SELPA Director or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination and monitoring regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Role of the LEA:

The individual LEAs, along with support from the SELPA Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law. Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the student meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers, the document title, and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number: HDN SELPA AP:1

Document Title: Humboldt-Del Norte SELPA Assurances Policy

Document Location: Humboldt-Del Norte SELPA Office

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA

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as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number: HDN SELPA AP:2

Document Title: Humboldt-Del Norte SELPA Assurances Policy

Document Location: Humboldt-Del Norte SELPA Office

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number: HDN SELPA AP:3

Document Title: Humboldt-Del Norte SELPA Assurances Policy

Document Location: Humboldt-Del Norte SELPA Office

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number: HDN SELPA AP:4

Document Title: Humboldt-Del Norte SELPA Assurances Policy

Document Location: Humboldt-Del Norte SELPA Office

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"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA, the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

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Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

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indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

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Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

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Reference Number: LP: 1

Document Title: Humboldt- Del Norte SELPA Local Plan- Section B

Document Location: Humboldt-Del Norte SELPA Office

Role of the RLA/AU:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Director
- Receiving and distributing the special education funds to LEA accounts for special education program and services in accordance with the annual recommendations made by the Policy Council.

Role of the SELPA Administrator:

- Ensure that the local plan is implemented and will make recommendations to the Policy Council when revisions are needed.
- Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Description:

Role of the LEA:

- Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.
- Through their representative at the Policy Council, will review and approve policies and procedures to implement the Local Plan.

2. Coordinated system of identification and assessment:

Reference Number: PM: 1

Document Title: Humboldt-Del Norte SELPA Special Education Procedural Manual & Humboldt Del Norte SELPA Eligibility Criteria Handbook

Document Location: <https://hdnselfpa.org/>

Guidelines for Special Education Identification and Eligibility and procedures related to identification and assessment.

Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate

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Description:

professionals and from other members of the public. A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. All referrals shall initiate the development of an assessment process and shall be documented. In most situations, an initial referral for special education will result in an assessment plan to assess the student for special education eligibility. When a verbal referral is made, staff shall assist the individual in making the request in writing. All referrals made by school staff shall be written and include a brief reason for the referral and documentation of the resources of the general education program that have been considered, modified, and, when appropriate, the results of the intervention.

3. Coordinated system of procedural safeguards:

Reference Number:

PM: 91

Document Title:

Humboldt-Del Norte SELPA Special Education Procedural Manual

Document Location:

<https://hndselpa.org/>

Description:

In accordance with § 1415(d)(1)(A) of Title 20 of the United States Code, and § 300.504(a) of Title 34 of the Code of Federal Regulations, parents shall be given a copy of their rights and Procedural Safeguards, also known as Parent Rights, one time a school year. Parents should also give given a copy of the Procedural Safeguards:

1. Upon initial referral or parental request for assessment.
2. Upon receipt of the first state complaint under § 56500.2 in a school year.
3. Upon receipt of the first due process hearing request under § 56502 in a school year.
4. When a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct in accordance with § 300.530(h) of Title 34 of the Code of Federal Regulations.
5. Upon request by a parent.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

LP: 4

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

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Document Location:

<https://hdnselfpa.org/>

Role of the RLA/AU:

Coordinates training and support for districts related to special education needs in the LEAs.

Role of the SELPA Administrator:

On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator or designee will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the LEA:

LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and staff and professional development from the SELPA when needed.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

LP: 5

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

Role of the RLA/AU:

Coordinates training and support for districts related to special education needs in the LEAs.

Role of the SELPA Administrator:

The SELPA Director will provide technical assistance and staff development as requested or determined appropriate for member LEAs.

Description:

Role of the LEA:

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Individual LEAs will determine needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

LP: 6

Document Title:

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Document Location:

<https://hdnselfpa.org/>

Role of the RLA/AU:

The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs.

Role of the SELPA Administrator:

- Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators
- Review Annual Budget Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review Annual Service Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review of the SELPA Funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the LEA:

- Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free appropriate public education.
- Engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:

LP: 7

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Document Title:

Document Location:

Role of the of the SELPA:

The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Description:

Role of the LEAs:

LEAs are responsible for data entry, quality and integrity. LEAs will ensure that CALPADS submissions are in a timely manner and as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Role of the SELPA:

The SELPA Director, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA Director will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Description:

Role of the LEA:

LEA will support and implement interagency agreements developed and agreed to by the SELPA.

9. Coordination of services to medical facilities:

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Reference Number:
Document Title:
Document Location:

LP: 9

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<https://hdnselfpa.org/>

Role of the SELPA:

The SELPA Director will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.

Description:

Role of the LEA:

Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:
Document Title:
Document Location:

LP: 10

Humboldt- Del Norte SELPA Local Plan- Section B

<https://hdnselfpa.org/>

Role of the SELPA:

The SELPA Director will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs.

Description:

Role of the LEAs:

Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

LP: 11

Section B: Governance and Administration

SELPA **Humboldt-Del Norte**

Fiscal Year **2020-21**

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

Role of the RLA/AU:

The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.

Role of the SELPA:

The SELPA Director will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the LEA:

Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

LP: 12

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

Role of the RLA/AU:

The AU will approve those expenses deemed appropriate and approved by the Policy Council and/or SELPA Director.

Role of the SELPA:

The SELPA Director will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Policy Council when required.

Role of the LEA:

The LEA superintendents through the Policy Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between

Section B: Governance and Administration

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Fiscal Year 2020-21

their CAC representative and their LEA.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:	LP: 13
Document Title:	Humboldt- Del Norte SELPA Local Plan- Section B
Document Location:	https://hdnselfpa.org/
Description:	<p>Role of the SELPA: The SELPA Director or designee will provide technical assistance as needed or requested by LEAs.</p> <p>Role of the LEA: Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.</p>

14. Coordination of career and vocational education and transition services:

Reference Number:	LP: 14
Document Title:	Humboldt- Del Norte SELPA Local Plan- Section B
Document Location:	https://hdnselfpa.org/
Description:	<p>Role of the SELPA: The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.</p> <p>Role of the LEA: Individual LEAs will provide career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).</p>

15. Assurance of full educational opportunity:

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2020-21

Reference Number:

LP: 15

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

Role of the SELPA:

Through approval of the Annual Services Plan the SELPA Director will ensure that the full continuum of services is provided. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs.

Description:

Role of the LEA:

Each LEA, through their representative to the Policy Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA and supporting those regional programs provided by their LEA.

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

LP: 16

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

Role of the RL/AU:

The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan

The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

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Description:

<p>Role of the SELPA:</p> <p>The SELPA Director will:</p> <ul style="list-style-type: none"> • Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan. • Review, monitor and submit required fiscal reports as identified by the California Department of Education. • Review and submit the Annual Budget Plan <p>Role of the LEA:</p> <p>The individual LEAs through representation at Policy Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.</p>

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Reference Number:

LP: 17

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

https://hdnselpa.org/

Role of the SELPA:

The SELPA Director will supervise and evaluate the SELPA program director(s) and provide training and guidance as needed.

Under the direction of the SELPA Director, direct instructional program support that may be provided by the program director(s) which shall include, but are not limited to:

- Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate services for students with disabilities.
- Participate and provide technical support in program development.
- Facilitate the development and implementation of staff development and parent education activities.

Description:

Role of the individual LEAs:

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2020-21

The program director(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

SB: 1

Document Title:

Humboldt County Office of Education: Special Beginnings

Document Location:

<https://hcoe.org/special-beginnings/>

The Early Start component of the program partners with the Redwood Coast Regional Center to provide service to infants and toddlers under age three in home and daycare settings. We also work closely with other agencies such as North Coast Children Services (Head Start) and private and state preschools in providing high-level support for children who attend their programs. The goal is to prepare them to transition successfully into district Kindergarten programs on regular school campuses.

Description:

Children aged three to five years may be referred to HCOE Special Beginnings by parents, teachers, physicians, community agencies or other concerned individuals with the parents' consent. For students who are eligible for special education services, an Individual Education Plan will be developed based on the child's identified needs.

Children under age three may be referred to the Redwood Coast Regional Center Early Start Coordinator or to the HCOE Special Beginnings Program Manager. We work closely with the Regional Center to provide special education services to forty infants and toddlers who are eligible for the California Early Start program.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

LP: 18

Document Title:

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Document Location:

<https://hdnselfpa.org/>

Description:

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Director, and/or the CAC.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

LP:19

Document Title:

Humboldt- Del Norte SELPA Local Plan- Section B

Document Location:

<https://hdnselfpa.org/>

In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Policy Council that issues be resolved at the lowest level possible in the SELPA's governance structure.

If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Director or designee, or Chairperson of the Policy Council. If this process fails, the parties may pursue a meeting on the issues and resolution with the Policy Council in closed session. The decision of the Policy Council shall be final.

Description:

All LEA boards must approve the Local Plan for final submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a meeting on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person

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selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: LP: 20

Document Title: Humboldt- Del Norte SELPA Local Plan- Section B

Document Location: <https://hdnselfpa.org/>

The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number: LP: 21

Document Title: Humboldt- Del Norte SELPA Local Plan- Section B

Document Location: <https://hdnselfpa.org/>

Each LEA, or SELPA on behalf of the LEA, shall oversee and evaluate placements in nonpublic, nonsectarian school placements for students. The LEA/SELPA shall ensure that the students' IEPs are being implemented.

Description:

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6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number:

PM: 3

Document Title:

Humboldt-Del Norte SELPA Special Education Procedural Manual

Document Location:

<https://hdnselfpa.org/>

The laws state that individuals between the ages of 18-21 who are incarcerated in an adult correctional facility are not entitled to a free appropriate public education (FAPE) if, in their educational placement prior to incarceration, they were determined not eligible for special education and did not have an IEP under Part B of the Individuals with Disabilities Education Act (IDEA)

Description:

The district in which the incarcerated student's parents reside is responsible for providing free appropriate public education (FAPE) to incarcerated students with disabilities in a county jail who do not fall into the above exception. This obligation would extend to a child-find obligation for students under the age of 18 who are incarcerated in an adult facility.

Bohd Akkora

Redwood Capital Account # xxxxxxxx -8th Grade Account

Remove: Amy Rojo

Add: Tiara Zahler

To new signers on Account: Autumn Chapman, Lisa Armstrong, Tiara Zahler
and John Simmons:

Motion by: JS

2nd by: BJ

CARRIED. Unanimous

Redwood Capital Account # xxxxxx - Revolving Account

Remove: Amy Rojo

Add: Tiara Zahler

To new signers on Account: Autumn Chapman, Lisa Armstrong, Tiara Zahler
and John Simmons:

Motion by: JS

2nd by: BJ

CARRIED. Unanimous

Redwood Capital Account # xxxxxx- ASB

Remove: Amy Rojo

Add: Tiara Zahler

To new signers on Account: Autumn Chapman, Lisa Armstrong, Tiara Zahler
and John Simmons:

Motion by: JS

2nd by: BJ

CARRIED. Unanimous

Redwood Capital Account # xxxxxx - PTO

Remove: Amy Rojo

Add: Tiara Zahler

To new signers on Account: Autumn Chapman, Lisa Armstrong, Tiara Zahler
and John Simmons:

Motion by: JS

2nd by: BJ

CARRIED. Unanimous

CALCARD - US Bank # xxxx-xxxx-xxxx-xxxx

Remove: Amy Rojo

Add: Tiara Zahler

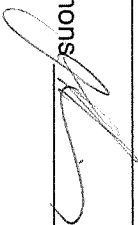
To new signers on Account: Autumn Chapman, Lisa Armstrong, Tiara Zahler
and John Simmons:

Motion by: JS

2nd by: BJ

CARRIED. *ORWINREUS*

John Simmons



Date 2/15/21

Autumn Chapman




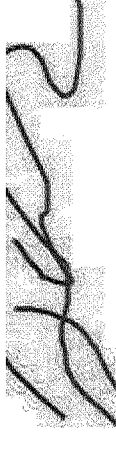
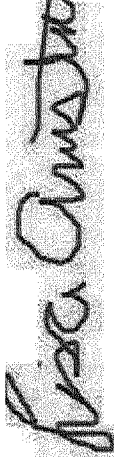

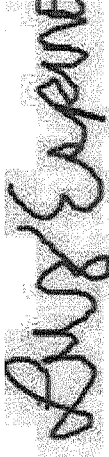
Date 2/15/21

Comprehensive School Safety Plan

2020-2021
School Year

School: Loleta Union Elementary
CDS Code: 12629270000000
District: Loleta Union Elementary School District
Address: 100 Loleta Dr P.O. Box 547
 Loleta, CA 95551-0547
Date of Adoption: 5/14/2020
Date of Update: 2/09/2021
Date of Review:
 - with Staff 2/26/2021
 - with Law Enforcement 2/26/2021
 - with Fire Authority 2/26/2021

Approved by:

Name	Title	Signature	Date
Autumn L Chapman	Superintendent/Principal		
John Simmons	Board President		
Lisa Armstrong	Parent		
Marcelina Castillo	Loleta Community Resource Center		
Luz Espinoza	Classified Aide		

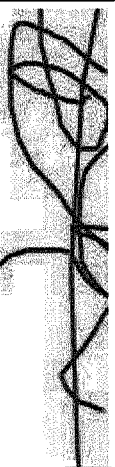

Name	Title	Signature	Date
Dan Ruggles	Maintenance/Bus Driver		
Cas Austrus	Physical Maintenance		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Loleta Union Elementary District Office 700 Loleta Dr. Loleta CA.

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Loleta Union Elementary Safety Committee

Autumn Chapman Superintendent/Principal
John Simmons Board President
Cas Austrus Physical Maintenance
Lisa Armstrong Parent/School Secretary
Dan Ruggles Bus Driver

Assessment of School Safety

Certificated teachers and classified staff discussed safety issues at staff meetings regarding safety issues. In addition, parent input was received at "Stakeholder meetings" and ELAC meetings as well as surveys provided. Other input came from school maintenance personnel.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Automated Phone Alert System – Through our automated phone system "One Call" we can quickly notify family and staff of emergencies and convey information via phones, email, and text notifications simultaneously. Alternative Storage – With our recent cleaning out of our garage and storage areas, many areas that were cluttered in the school are now organized and easier to decontaminate and clean helping to provide a safer physical environment for our students and staff. Rekeying the campus and maintaining self locking doors, along with a perimeter fence ensure a secure campus during all hours. Shades – Classrooms are equipped with window coverings that can be used to eliminate visual access into all rooms. Fire Safety – Alarm system and smoke detection system are tested annually and logged by our maintenance personnel. Monthly Fire drills are practiced at different times of the day so all staff and students are familiar with best practices. Fire Fighting Access – The campus is generally accessible to fire fighters, and the Loleta Volunteer Fire Department has a master key which fits the gates and all school locks. First Aid and Cardio-Pulmonary Resuscitation – All teachers will have had First Aid, AED and CPR training. The district is dedicated to providing training on a regular basis to keep all staff certifications current.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2], PC 11166)

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5141.6 - School Health Services) (cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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(cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee provides training through Keenan Law services on-line classes.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services) (cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses) (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(EC 49079) Notification to Teachers of Dangerous Pupils Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years. Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person. An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor. No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false. 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity. (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both. (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years. (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 (b))
(EC 212.6 (b)) Board Policy BP 5145.7 Students

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
 6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
 7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
 8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment
- Complaint Process and Disciplinary Actions**
- Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. (cf. 1312.3 - Uniform Complaint Procedures)
- Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement. (cf. 4117.7/4317.7 - Employment Status Report) (cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action) (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- Record-Keeping**
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Loleta Union Elementary Student Conduct Code

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

Policies Board Policy BP 5145.9 Students

Hate-Motivated Behavior

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 5131- Conduct) (cf. 5131.2 - Bullying) (cf. 5131.5 - Vandalism and Graffiti) (cf. 5136 - Gangs) (cf. 5137 - Positive School Climate) (cf. 5141.52 - Suicide Prevention) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 1700 - Relations Between Private Industry and the Schools) (cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6142.3 - Civic Education) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department) (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

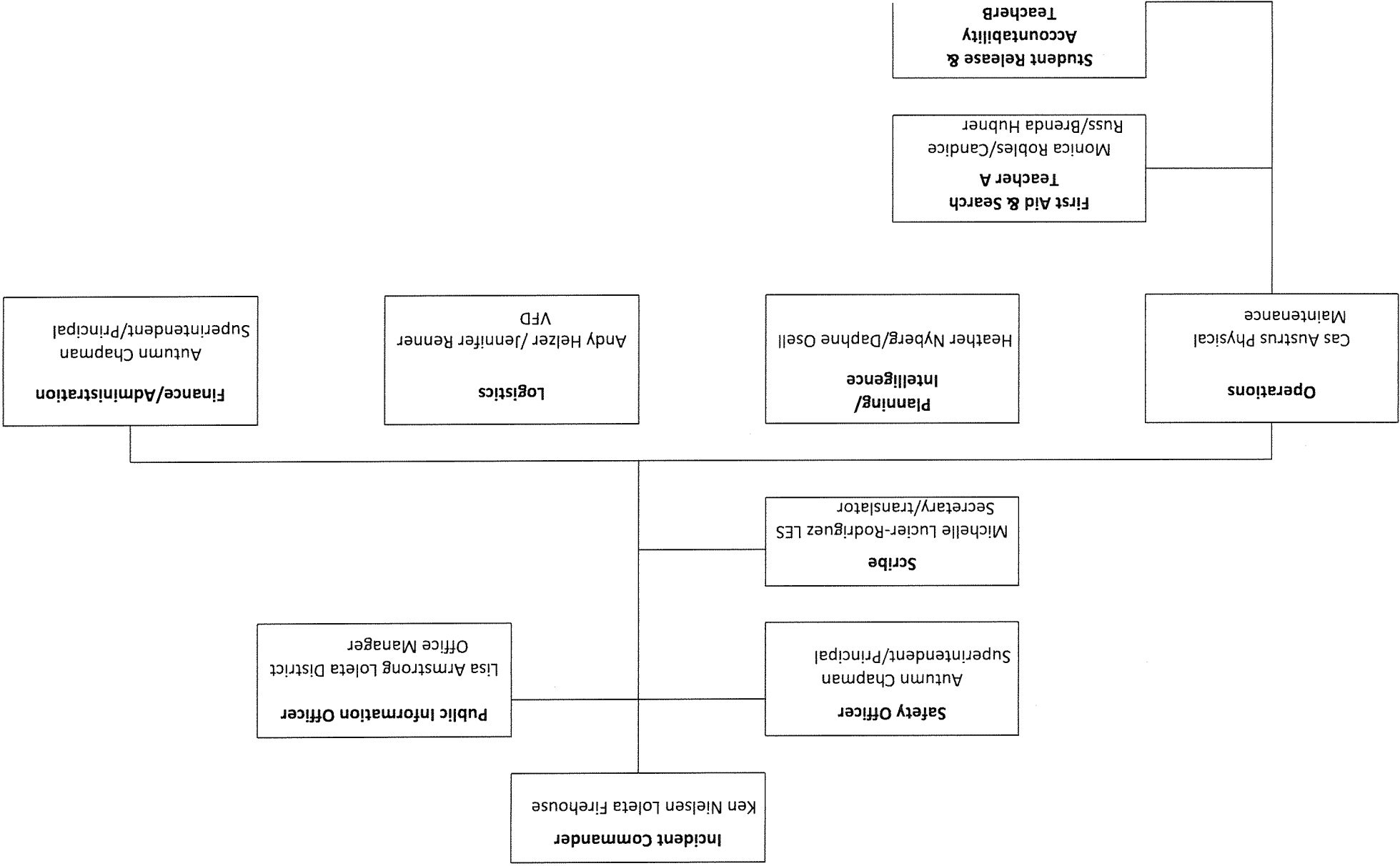
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Ken Nielsen-Firechief	707-733-5407	7078453090
Law Enforcement/Fire/Paramedic	Andy	cell:7076013803	Duty:7078458800
Law Enforcement/Fire/Paramedic	Humboldts Sheriffs	7074457251	
Other	Advanced Security	7074436366	
Law Enforcement/Fire/Paramedic	Cal Fire	7077254412	
School District	Autumn Chapman	7604190329	
School District	Cas Austrus	7074983251	
School District	John Simmons	7074964742	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Fall planning meeting - Sheriff Dept and Fire Review	9/17/2020	
Winter 1 Planning Meeting- Sheriff Dept and Fire Review	11/19/2020	
Winter 2 Planning Meeting-Sheriff Dept and Fire Review (Final)	1/21/2021	
Board Review #1	2/11/2021	
Board Approval	2/11/2021	

Loleta Union Elementary Incident Command System



Kurt Rasmussen/Sarah
Strehlow



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities. Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The School Administrator will call "911" and Humboldt County Sheriff (707) 445-7251 and provide the exact location (e.g., building or area) and nature of emergency. 5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access. 6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives. 7. The First Aid/Medical Team will check injuries to provide appropriate first aid. 8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so. 9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate. 10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Animal Disturbance

Contact Animal Control. Keep students away from animal. Assign a staff member to keep track of the animal until animal control or law enforcement arrive.

Armed Assault on Campus

Lock down communicated to school via walkie talkies. Students shelter in place. Police contacted. ALICE

Biological or Chemical Release

Biological or Chemical Release A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. This procedure deals with two possible scenarios involving the release of biochemical substances: Procedure 1 - Substance released inside a room or a building and Substance released outdoors and localized; and Procedure 2 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure 1: Substance released inside a room or building or substance released outdoors and localized. 1. The School Administrator will initiate the EVACUATE BUILDING. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building. If necessary, the School Administrator will initiate the EVACUATE BUILDING action. 2. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency. 3. The School Administrator will instruct the Security/Facilities Team to isolate and restrict access to potentially contaminated areas. 4. The Security/Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system. 5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.

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Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention. 6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel. 7. The School Administrator will complete the Biological and Chemical Release Response Checklist. 8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery. 9. Any affected areas will not be reopened until the Fire Department of County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Procedure 2: Substance released in surrounding community. 1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE. 2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Facilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights. 3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building. 4. The School Administrator will call “911” and provide the exact location (e.g., building, room, area) and nature of emergency. 5. The School Administrator will notify the District Superintendent of the situation. 6. The School Administrator will turn on a radio or television station to monitor information concerning the incident. 7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion. Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, “This is [caller’s name] from [name school]. We are receiving a bomb threat on another line. The number of that line is ...[state phone number].” See preceding page for telephone checklist. 2. The person answering the threat call should ask the questions listed in the page following this section and document the responses. 3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio frequencies or electronic devices. 4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area. 5. No attempt should be made to investigate or examine the object. 6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DROP, COVER, and HOLD ON, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION. 7. If a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area. 8. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 9. The School Administrator will notify “911”, if not previously notified, and Humboldt County Sheriff (707) 445-7251 and provide the exact location (e.g., building, room, area) of the potential bomb, if known. 10. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.
- The School Administrator will give the ALL CLEAR signal. 11. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions. 12. After the incident is over, the School Administrator will complete the Bomb Threat Report
13. The Psychological First Aid Team will convene onsite and begin to assess the need for counseling and recovery.

Bus Disaster

Superintendent contacted. Local law enforcement and ambulance called 911. All call sent to community with instructions.

Disorderly Conduct

Superintendent/psychologist contacted to talk person down. Law enforcement contacted.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is

important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris. 1. Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD ON. 2. Move away from windows and overhead hazards to avoid glass and falling objects 3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action. Staff will check the evacuation path prior to leading students. If path is safe, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 5. The School Administrator will direct the Security/Facilities Team to post guard a safe distance away from building entrances to prevent access. 6. The Security/Facilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires. 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid. 8. The School Administrator will direct the Security/Facilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer). 9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff. 10. The School Administrator will contact the Director of Maintenance and Operations for permission to reenter buildings. 11. Any affected areas will not be reopened until the District Superintendent or Director of Maintenance and Operations provides clearance. 12. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours: 1. The School Administrator and the Director of Maintenance & Operations will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment. 2. If the emergency occurs after school hours and there is not School Administrator on campus, the M&O staff will contact the Director of M&O or the immediate supervisor, who will in turn, contact the District Superintendent.

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on or near school property. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Procedure Scenario 1: Explosion on school property. 1. In the event of an explosion, all persons should initiate DROP, COVER and HOLD ON. 2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action. 3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter. 4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area. 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

6. The School Administrator will call “911” and provide the exact location (e.g., building, room, area) and nature of emergency. 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid. 8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. 9. The Security/Facilities Team Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities. 10. The Security/Facilities Team Chief will post guard a safe distance away from the building entrance to prevent persons entering the school buildings. 11. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities. 12. The School Administrator will contact the Director of Maintenance and Operations to ensure buildings are safe for re-entry. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander. 13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so. 15. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on or Near School Property 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The School Administrator will call “911” and provide the exact location (e.g., building, room, area) and nature of emergency. 5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. 6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations. 7. The Security/Facilities Team Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities. 8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so. 9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above. 10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

Fire in Surrounding Area

Superintendent contact by CalFire. Students stay at school if during school hours until all clear is given for students to be picked up and return home. All Call to community with instructions.

Fire on School Grounds

Fire on School Grounds Procedure 1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator. 2. The School Administrator will immediately call “911” initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives. 5. The Security/Facilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles. 6. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.

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7. The Security/Facilities Team will notify the appropriate utility company of damages. 8. If needed, the School Administrator will notify Bus Dispatch at Northern Humboldt (707)839-6470 to request busses for staff and student evacuation. 9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so. 10. For fires during non-school hours, the School Administrator will determine if the school will open the following day. 12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. The School Administrator will notify “911” and describe the nature and extent of the flooding. 3. The School Administrator will keep a battery-powered radio tuned to a local radio station (KRED 92.3) for information. 4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area. 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 6. As appropriate, the School Administrator will activate phone dialer system to inform parents. 7. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. Procedure 1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately. 2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING. 3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator. 4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted. 5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. 6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion. Procedure - In the event of loss of water: 1. Superintendent will assess school needs and feasibility of keeping school open. 2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded). 3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff. 4. Food Service: Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff. 5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, see section Biological or Chemical Release. If a crash results in a utility interruption, see section Loss or Failure of Utilities. Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The School Administrator will call "911" and provide the exact location (e.g., building, area) and nature of emergency. 5. The Security/Facilities Team will secure the crash area to prevent unauthorized access. 6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives. 7. The First Aid/Medical Team will check for injuries to provide appropriate first aid. 8. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so. 9. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

Psychological Trauma

Depending on whether the person is controllable, the school will go on lockdown to protect staff and students. Person having difficulty is assisted to Eagles Nest and a staff member will stay with them. Psychologist contacted to direct personnel on how to proceed with situation. Law enforcement contacted; person is conducted to the appropriate facility or brought home.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. Procedure 1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. 2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the District's Nurse Coordinator. Administrator will determine if they need to call "911." 3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities. 4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate. 5. The School Administrator will maintain a log of affected students and staff and their

symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information. 7. The District Superintendent will confer with the County Department of Health Services before the resumption of normal operations. 8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout