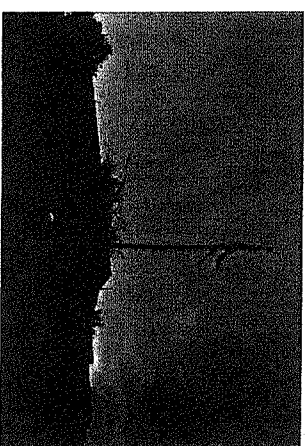


**LOLETA UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING AGENDA**

Date: 7.30.20

Time: 5:30 PM

Location: Loleta Elementary 700 Loleta Drive, Zoom



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 [larmstrong@loleta.org](mailto:larmstrong@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.

**1.0 OPEN SESSION**

1.1 Roll Call

**2.0 CONSENT CALENDAR**

2.1 Approval of the Board Minutes from the June 25, 2020 Board Meeting.

**3.0 Public Comment:**

3.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes. Please see the above direction regarding zoom chat.

**4.0 Information Items:**

4.1 Education Code: Pupil and Student Suicide Prevention Policies and California Department of Education Official letter regarding Youth Suicide Prevention Policy

**5.0 Action Items**

5.1 LCAP COVID-19 Operations Written Report

5.2 Williams Report on Uniform Complaints (April 1-June 30, 2020)

5.3 Presentation of Reopening Plans with possible Board Approval for school reopening 8/20/2020

5.4 Final CSI report 2019 -2020

5.5 Negotiated Job Descriptions

5.5.1 Custodian

5.5.2 Bus Driver

5.5.3 Physical Maintenance

5.5.4 Office Secretary

5.5.5 Receptionist

5.5.6 Student and Family Support Specialist

5.5.7 Business Services Clerk

5.6 Rescinding Elimination of Classified position: Bus driver/Custodian - 1.0 FTE Resolution 20-7

5.7 Approval of Resignation letters:

5.7.1 Certificated 1.0 FTE Special Education

5.7.2 Certificated 1.0 FTE 7/8th

5.8 August and September Board Meeting Dates

5.9 Approval of Board Policies:

5.9.1 Youth Suicide Prevention Policy.docx

5.9.2 Bullying Prevention and Intervention Policy.docx

5.9.3 Loleta School PBIS Discipline Flow Chart.docx.pdf

5.10 MOU for Tiara Brown to take over Business Services

5.11 Approval of Warrants

**6.0 CLOSED SESSION**

6.1 Personnel



6.1.1 Superintendent's Evaluation final

6.2 Negotiations update

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

8.0 FUTURE AGENDA ITEM

9.0 ANNOUNCEMENTS

10.0 ADJOURNMENT

Lisa Armstrong is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting 5:30pm July 30, 2020

Time: Jul 27, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/79118420256?pwd=S1NDY0tsN0drZGZzd3dtUXd2aGduQT09>

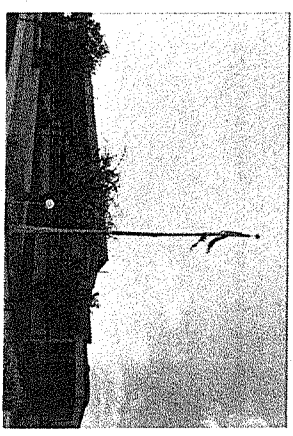
Meeting ID: 791 1842 0256

Passcode: d61Uua



**LOLETA UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING AGENDA**

Date: 6/25/20  
Time: 5:30 PM-5:35pm  
Location: Loleta Elementary 700 Loleta Drive, Zoom



**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.larmstrong@loleta.org](mailto:Lisa.Armstrong.larmstrong@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.**

**1.0 OPEN SESSION**

1.1 Roll Call JS, GS, KB, CP, and AC. Amanda Benson absent

**2.0 CONSENT CALENDAR**

2.1 Approval of the Board Minutes from the June 18, 2020 Board Meeting.  
GS motioned to approve, KB 2nd Unanimous Motion passed.

**3.0 Public Comment:**

3.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes. Please see the above direction regarding zoom chat. KB would like the board packet papers shared on zoom, Lisa will receive training.

**4.0 Information Items:**

4.1 First review of Board policies. GS.. What is the schools legal responsibility and legal requirement for Youth Suicide Prevention. Board would like all documents regarding the policies and what is law during the next board meeting in July.  
GS motioned to have all documents next meeting, KB 2nd Unanimous Motion passed.

4.1a Youth Suicide Prevention Policy.docx

4.1 b Bullying Prevention and Intervention Policy.docx

4.1 c Loleta School PBIS Discipline Flow Chart.docx.pdf

**5.0 Action Items**

5.1 Budget approval JS motioned to approve, GS 2nd Unanimous Motion passed.

5.2 Williams Report on Uniform Complaints (April 1-June 30, 2020) Postpone until July Meeting  
JS motioned to defer, KB 2nd Unanimous. Motion passed.

5.3 MOU with Humboldt State University to host student teachers  
JS motioned to approve, KB 2nd Unanimous. Motion passed.

5.4 CS-7 Certification of CS-1 2020-2021 Fiscal Year  
GS motioned to approve, KB 2nd, Unanimous. Motion passed.

5.5 MMars Contract

GS motioned to not approve, CP 2nd Unanimous

5.6 Elimination of Classified position: Bus driver/Custodian - 1.0 FTE Resolution 20-7  
KB motioned to approve, JS 2nd Unanimous. Motion passed.

**6.0 CLOSED SESSION Moved into closed session at 6:23pm**

6.1 Personnel

Moved out of closed session at 6:29pm - no actions taken

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

**8.0 FUTURE AGENDA ITEM**

Williams Report on Uniform Complaints (April 1-July 15, 2020)



Policies at the Special board meeting scheduled for July 9, 2020

9.0 ANNOUNCEMENTS

10.0 ADJOURNMENT 6:36 pm

Topic: June 25 2020 Board Meeting

Time: Jun 25, 2020 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/79149813893?pwd=bWR3cXN5YUxUHhRdVRKR0l3V0hNQT09>

Meeting ID: 791 4981 3893

Password: 15am6m

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John Simmans

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Autumn Chapman





- SAMPLE -

**School District Name**  
(print on school letterhead)

**Quarterly Report on Williams Uniform Complaints**  
**(Education Code §35186)**

**Quarterly Reporting Period (please check one)**

- First Quarter 2020    January 1 through March 31, 2020
- Second Quarter 2020    April 1 through June 30, 2020
- Third Quarter 2020    July 1 through September 30, 2020
- Fourth Quarter 2020    October 1 through December 31, 2020

**PLEASE CHECK THE BOX THAT APPLIES:**

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

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

Autumn Chapman  
(Print Name of District Superintendent)  
[Signature]  
(Signature of District Superintendent)

Please return hard copy to:  
Chandler Wilson, School Support  
Humboldt County Office of Education  
[cwilson@hcoe.org](mailto:cwilson@hcoe.org)  
by: Quarter 1 due: 04/15/2020  
Quarter 2 due: 07/15/2020  
Quarter 3 due: 10/15/2020  
Quarter 4 due: 01/15/2021



**California Department of Education**  
**Official Letter**

May 29, 2018

Dear County and District Superintendents and Charter School Administrators:

## Youth Suicide Prevention Policy

As the 2017–18 school year comes to an end, I would like to remind you to take the time to ensure your local educational agency (LEA) has developed, adopted, and implemented a Youth Suicide Prevention Policy. California *Education Code* Section 215, as added by Assembly Bill 2246 (Chapter 642, Statutes of 2016), requires the governing board of any LEA that serves pupils in grades seven to twelve, inclusive, adopt a policy that addresses pupil suicide prevention, intervention, and postvention.

AB 2246 specifically addresses the needs of high-risk groups, including suicide awareness and prevention training for teachers, and will ensure that a school employee acts within the authorization and scope of the employee's credential or license. While this legislation focuses on LEAs which serve students in grades seven to twelve, the California Department of Education (CDE) highly encourages all LEAs to develop suicide prevention policies as research indicates that suicidal ideation can often occur at an early age. Additionally, the CDE encourages an annual review of the policy and procedures to determine if any revisions or improvements are needed.

The Model Youth Suicide Prevention Policy, developed by the CDE, is available on the CDE Mental Health Web page at <https://www.cde.ca.gov/ls/cg/mh/>. The CDE also encourages each LEA to work closely with their county behavioral health department to both develop their policy and protocols as well as identify and access resources at the local level.

Youth suicide is the second leading cause of death for children and young adults between the ages of ten to twenty-four. According to the Centers for Disease Control, two to three percent of adolescents make a serious suicide attempt every year. In a school of 2,000 students, this means forty to sixty of their students will attempt suicide annually. Research demonstrates that 20 percent of students in our kindergarten through twelfth grade classrooms suffer from a mental health issue that affects their daily functioning. Often these students suffer silently, become alienated, and may be quietly contemplating suicide.

To promote student success inside and outside the classroom, we need to provide the tools and training to help school staff create a caring and supportive school environment. Early detection of student mental health issues by trusted adults and referrals for appropriate mental health care can save lives on school campuses across the state.

There is a critical need for staff to be prepared in the event of a suicide attempt and death by suicide. It is important, consequently, for school districts to develop and review their own suicide prevention policies and protocols for the health and safety of students as well as to ensure compliance with AB 2246.

For other suicide prevention resources and activities, please visit the following:

- CDE Youth Suicide Prevention Web page at <https://www.cde.ca.gov/ls/cg/mh/suicideprevention.aspx>
- CDE Project Cal-Well Youth Mental Health First Aid Training Web page at <https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- American Foundation for Suicide Prevention Web site at <http://www.afsp.org/>
- MY3 Web site at <http://www.my3app.org/>
- National Alliance on Mental Illness Web site at <http://www.namicalifornia.org/>
- National Institute on Mental Health Web site at <http://www.nimh.nih.gov>
- Each Mind Matters Web site at <http://www.eachmindmatters.org/>



- Suicide Prevention Center Web page at <https://didlirsch.org/services/suicide-prevention/>
- Know the Signs Web site at <http://www.suicideispreventable.org/>
- California Mental Health Services Authority Web site at <http://calmhsa.org>
- K-12 Toolkit for Mental Health Promotion and Suicide Prevention Web page at <http://www.HEARDalliance.org>

I recognize the importance of the health, safety, and well-being of our students and believe mental health and wellness must be a top priority in our schools. By working together, we can increase awareness of the mental health issues our students face and reduce the number of student suicides.

Please join me in taking a stand to reduce youth suicide by ensuring that your Youth Suicide Prevention Policy has been developed and adopted by your governing school board.

If you have any questions regarding this subject, please contact Monica Nepomuceno, Education Programs Consultant in the Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-2212 or by e-mail at [mnepomuceno@cde.ca.gov](mailto:mnepomuceno@cde.ca.gov).

Sincerely,

Tom Tortakson

TT:mn  
2018-033350

Last Reviewed: Tuesday, December 3, 2019



**EDUCATION CODE - EDC**

**TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** ( Title 1 enacted by Stats. 1976, Ch. 1010. )

**DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** ( Division 1 enacted by Stats. 1976, Ch. 1010. )

**PART 1 GENERAL PROVISIONS [1. - 446]** ( Part 1 enacted by Stats. 1976, Ch. 1010. )

**CHAPTER 2. Educational Equity [200 - 262.4]** ( Heading of Chapter 2 amended by Stats. 1998, Ch. 914, Sec. 6. )

**ARTICLE 2.5. Pupil and Student Suicide Prevention Policies [215 - 216]** ( Heading of Article 2.5 amended by Stats. 2018, Ch. 460, Sec. 1. )

~~215.~~ (a) (1) The governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, shall, before the beginning of the 2017–18 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in grades 7 to 12, inclusive. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

(2) (A) The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall, before the beginning of the 2020–21 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in kindergarten and grades 1 to 6, inclusive. The policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

(B) The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils.

(C) The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

(3) The policy shall specifically address the needs of high-risk groups, including, but not limited to, all of the following:

(A) Youth bereaved by suicide.

(B) Youth with disabilities, mental illness, or substance use disorders.

(C) Youth experiencing homelessness or in out-of-home settings, such as foster care.

(D) Lesbian, gay, bisexual, transgender, or questioning youth.

(4) (A) The policy shall also address any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the local educational agency.

(B) Materials approved by a local educational agency for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.

(C) Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

(5) The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in this section shall be





construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

(6) To assist local educational agencies in developing policies for pupil suicide prevention, the department shall develop and maintain a model policy in accordance with this section to serve as a guide for local educational agencies.

(b) The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 12, inclusive, shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

(c) Nothing in this section shall prevent the governing board or body of a local educational agency from reviewing or updating its policy on pupil suicide prevention more frequently than every fifth year.

(d) For purposes of this section, "local educational agency" means a county office of education, school district, state special school, or charter school.

*(Amended by Stats. 2019, Ch. 694, Sec. 1. (AB 1767) Effective January 1, 2020.)*

2155. (a) (1) Commencing July 1, 2019, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number described in subparagraph (A) and may have printed on either side of the pupil identification cards the telephone numbers described in subparagraphs (B) and (C):

(A) The telephone number for the National Suicide Prevention Lifeline: 1-800-273-8255.

(B) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(C) A local suicide prevention hotline telephone number.

(2) Commencing October 1, 2020, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number for the National Domestic Violence Hotline: 1-800-799-7233.

(b) (1) Commencing July 1, 2019, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number described in subparagraph (A) and may have printed on either side of the student identification cards the telephone numbers described in subparagraphs (B), (C), and (D):

(A) The telephone number for the National Suicide Prevention Lifeline: 1-800-273-8255.

(B) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(C) The campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

(D) A local suicide prevention hotline telephone number.

(2) Commencing October 1, 2020, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number for either of the following:

(A) The National Domestic Violence Hotline: 1-800-799-7233.

(B) A local domestic violence hotline that provides confidential support services for students that have experienced domestic violence or stalking and is available by telephone 24 hours a day.

(c) Notwithstanding subdivisions (a) and (b), if, as of January 1, 2020, a school subject to the requirements of subdivision (a), or a public or private institution of higher education subject to



the requirements of subdivision (b), has a supply of unissued pupil or student identification cards that do not comply with the requirements of subdivision (a) or (b), as applicable, the school or the public or private institution of higher education shall issue those pupil or student identification cards until that supply is depleted.

(d) Subdivisions (a) and (b) shall apply for a pupil or student identification card issued for the first time to a pupil or student, and to a pupil or student identification card issued to replace a damaged or lost pupil or student identification card.

*(Amended by Stats. 2019, Ch. 270, Sec. 1. (SB 316) Effective January 1, 2020.)*

216. (a) The department shall identify one or more evidence-based online training programs that a local educational agency can use to train school staff and pupils as part of the local educational agency's policy on pupil suicide prevention adopted pursuant to subdivision (a) of Section 215. (b) In identifying an online training program pursuant to subdivision (a), the department shall ensure all of the following:

(1) The training program is evidence based.

(2) The training program is consistent with the model pupil suicide prevention policy developed by the department pursuant to paragraph (5) of subdivision (a) of Section 215.

(3) The training program addresses the needs of high-risk groups as specified in paragraph (2) of subdivision (a) of Section 215.

(4) The training program can track aggregate, statewide usage.

(5) The training program can assess trainee knowledge before and after training is provided in order to measure training outcomes.

(c) (1) The department shall, subject to funds being appropriated in the annual Budget Act or another statute for this purpose, provide a grant to a county office of education, upon application by the county office of education, for the county office of education to acquire a training program identified by the department pursuant to subdivision (a) and disseminate that training program to local educational agencies.

(2) The county office of education shall make the training program available to local educational agencies at no cost.

(3) A local educational agency is not required to use the training program and may use the training program on a voluntary basis.

(d) For purposes of this section, "local educational agency" means a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive.

(e) The requirements of this section are contingent on funds being appropriated in the annual Budget Act or another statute for its purposes.

*(Added by Stats. 2018, Ch. 32, Sec. 1. (AB 1808) Effective June 27, 2018.)*







# COVID-19 Operations Written Report for Loleta Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Loleta Union Elementary School District	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 707.733.5705 Ext. 100	July 30, 2020

Descriptions provided should include sufficient detail yet be succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Loleta Union Elementary school is a rural single school district with 100 students TK - 8. Our five classroom teachers have two grade-spans. Our population is composed of almost 50% Native American, 30% Hispanic and 20% low socioeconomic white.

We closed March 16, 2020. First established professional development training for teachers on Zoom and google classrooms. The second week, we created 3 staff meetings a week, teachers were contacting families and made a weekly paper packet delivery system. Surveys were sent to all families to determine access to online connections in any form and teachers began interacting with students and families via cell phones zoom. The first two weeks of work was enrichment and established communication systems. Week 3 students received paper packets with the normal class curriculum using paper and pencil.

Surveys and phone communications, indicated 50% of our students were offline. All school chromebooks (30) were given out in April but internet access was spotty. The eighth grade and special needs received chromebooks first. Access to use the school computer lab with strict protocols was offered as was amped up wifi in front of the school. Teachers continued their outreach with paper and pencil and online using google classroom and zoom meetings until the end of the school year. More students transferred to the online learning once the hotspots were available by May's end; currently 100% internet and computer access is available.

We generated a "go fund me" page for 25 chrome books and money for hotspots (\$2500) and received both! The chrome books were functional by early May. The hot-spots arrived for students in mid-May. Extended our internet access through mid-July allowing students time to catch up; lessons remain on google classroom. Any family asking for additional time has through mid-August.





Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our EL, foster youth and low-income are of our highest priority. After identifying their ability to or lack of access to on-line learning, the school took action to insure they were first in line to receive the 30 on-site chrome-books we had on site along with our special needs in April. The Loleta Community Resource Center partnered with us to personally reach out to our EL students. They along with our EL teacher did home visits (using health safety protocols), tutored and supported our EL population. All teachers kept logs of teacher/student interactions. Our social worker, counselor, resource teacher and instructional aides worked as a team to personally support our foster youth and low-income students. Calls were made at least weekly if not more. Teachers reviewed their logs and then at our staff meetings on Wednesdays we went through teacher students lists and discussed as a team how specific students were doing in their school work and online access. If a student was not doing well, then we assigned a member of our team to reach out and report. From our statistics kept during the crisis even after we had 100% ability to be online, teachers reported in most classes that only 50%-75% of students were actually participating. The numbers did increase each week. Teachers began to visit houses when they were allowed to as both Reservations were on lock-down and we did not have social access. We developed a system where the bus would travel at specific times to various areas with a tutor on board to help students get on line and with homework while maintaining social distancing. Not successful at first, it did begin picking up and we intend to continue this.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

From the first week the staff has been meeting three times weekly. The purpose of these meetings was to check in, share the breaking news, catch up on students needing assistance, discuss professional development we were participating in on our new staff google classrooms and share curriculum distribution/content updates. Teachers provided a paper packet or (once on line and during transition to being online) distance learning plan weekly to biweekly depending on the grade level. Homework, school news and finished packets were exchanged weekly by members of our staff or the local tribes physically visiting each students house to drop off and pick up. Teachers reviewed and graded work for feedback to students as they judged necessary. Teachers strove to create high standard work packets to meet the learning requirements of the individual students. Student engagement activities, social/emotional support resources, academic work, tools to further themselves and directions on how to access the work and tools on line were continuously provided. We extended access to the technology through mid-July and provided a tutorial bus once school closed for the year. The bus had a prescribed schedule with tutors (Spanish speaking and Native American) on board to help students who wished for help accessing on line. We plan to continue the tutor bus this academic year.

To support teachers and allow for better communication, we created google classrooms for classified and certificated. Our resident psychologists/school climate director, created professional development around available resources on a variety of topics. Staff worked for certifications encompassing topics from teaching students with trauma, dealing with current trauma, self care, implicit bias and developing curriculum with students in trauma. Teachers and staff kept logs of student contact and interactions. Teachers provided tutorial sessions and zoom sessions to connect and check with students in real time.



Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Loleta is a rural school that has 100 students spread across 60 miles. Our cafeteria staff made hot and cold breakfasts, snack and lunch daily for the students. Through partnership with the tribes (the reservations were on lock down and we were not allowed on the reservations) we hand delivered food bags as well as homework, communications from the school and supplies to each student. We also worked in partnership with a local high school who provided lunch to other students in the area. They brought the food/lunches to us, we packed them with our deliveries and delivered to them by hand also. Our bus took one run and delivered for 2 hours with the Loleta Community Resource Center Staff who provided Spanish translation, one of our staff members organized local volunteers to help deliver to students in the outlying districts which took up to four hours, the tribes provided a van or car and came for their food and we provided pick up at the school for local students within a quarter mile or whose parents wished to pick up their food. We continued this process through spring break until the end of the school year. We actively fed 185 students daily with breakfast, snack and lunch. All staff were trained with their food-handlers license, covid precautions and maintained at least 6 feet distancing protocols. Masks, gloves and distance with sanitizing gel and washing hands protocols were maintained.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Our LEA was unable to provide supervision of students during ordinary school hours. We provided access to our computer lab to give families the opportunity to work online with social distancing and sanitation under the guidance of a staff member. Families on the reservations were on lockdown (38 of our 100 students live on the reservations); our local and dairy families stayed home and sheltered in place. We have 100 students spread across 60 miles of rural landscape; transportation for all was problematic. Our one bus was used for transporting food and goods and for checking in with our students daily.







Loleta Union School District

Quarterly Report on Williams Uniform Complaints  
(Education Code §35186)

Quarterly Reporting Period (please check one)

- First Quarter 2020 January 1 through March 31, 2020
- Second Quarter 2020 April 1 through June 30, 2020
- Third Quarter 2020 July 1 through September 30, 2020
- Fourth Quarter 2020 October 1 through December 31, 2020

PLEASE CHECK THE BOX THAT APPLIES:

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

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

*Arnold Chisera*  
(Print Name of District Superintendent)

*AKP*  
(Signature of District Superintendent)

Please return hard copy to:  
Chandler Wilson, School Support  
Humboldt County Office of Education  
HYPERLINK "mailto:cwilson@hcoe.org"  
cwilson@hcoe.org  
by: Quarter 1 due: 04/15/2020  
Quarter 2 due: 07/15/2020  
Quarter 3 due: 10/15/2020  
Quarter 4 due: 01/15/2021





## **A Public Health Guided Return to Site-Based Classroom Instruction**

**Dr. Teresa Frankovich, Humboldt County Public Health Officer  
Chris Hartley, Humboldt County Superintendent of Schools**

**July 22, 2020**

The purpose of this document is to provide public health guidance for Humboldt County educational institutions—including public, private, independent and parochial TK-12 schools for the Fall 2020-2021 school year. These guidelines are primarily based on the California Department of Public Health “Guidance for Schools and School-Based Programs,” the American Academy of Pediatrics “COVID-19 Planning Considerations: Guidance for School Re-entry,” as well as local and state public health orders. As noted by the American Academy of Pediatrics “Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.”

For this reason, Humboldt County Public Health (HCPH) and the Humboldt County Office of Education (HCOE) support a reopening of schools. It is important to note that schools will vary in their ability to implement these COVID-19 safety strategies in their particular facilities. Similarly, the needs and preferences of students and parents may differ between and within districts. Therefore, while full reopening of schools is the goal for schools normally operating with that model, we recognize that individual schools may choose to offer a combination of on-site and distance learning and that some parents may choose to have the school provide full distance learning for their student during this pandemic. HCOE has been working collaboratively with superintendents across the district to develop “The Road Ahead: Humboldt County Schools Re-Opening Framework.”

The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that these guidelines could change as the situation evolves. It is also important to recognize that these guidelines are meant to decrease transmission of COVID-19 in the school setting but even strict adherence to the guidelines will not prevent all COVID-19 infections. COVID-19 is circulating in our community and will be doing so for some time.

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. Antimicrobial soaps are not necessary, nor recommended. Hand sanitizers containing methanol may

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- not be used.
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols.
  4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health.
  5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces.
  6. All students and staff must screen for symptoms, COVID-19 exposure and fever at home prior to coming to school. Screening may also be done onsite based on local resources and plans. Temperature screening onsite is not mandated for students but will be done if there is concern about possible illness. Teachers conduct visual screening for signs of illness in students throughout the day and follow school protocols when a child becomes ill. See attachments
  7. Staff and students who are ill are expected to stay home.
  8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff. This may include testing of students with appropriate parental permissions obtained in advance.
  9. Protocols, actions and template communications are in place for the following COVID-19 (related scenarios). See attachments
    - a) A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
    - b) A family member or someone in close contact with a student or staff member test positive for COVID-19.
    - c) A student or staff member tests positive for COVID-19. d. A student or staff member tests negative for COVID-19 after any of the reasons
    - d) A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c
  10. Schools will collect and share with public health, daily non-identified information on absenteeism due to illness with symptom checklist for pandemic monitoring purposes.



11. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students. It is recognized that six feet of distancing may not be possible in all classroom/ instructional settings and in these settings, distancing of 3-6 feet is acceptable as long as all other safety measures are in place. Facial coverings and other measures are intended to support the effectiveness of all distancing.
12. For elementary schools, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. In elementary classrooms, use of cohorts is prioritized over strict social distancing.
13. For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff. Strict social distancing is prioritized in older children and when cohorting cannot be implemented.
14. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
15. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.
16. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. Minimize contacts between staff, students and families at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
17. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.
18. Congregate movement through hallways will be minimized as much as practicable.
19. Large gatherings (i.e., school assemblies) are currently prohibited.
20. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.
21. Use of shared playground equipment will be limited in favor of physical activities that



- require less contact with surfaces, and shared equipment will be cleaned between uses.
22. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.
  23. Activities where there is increased risk of transmission from exhaled droplets such as band and choir practice and performances, are not permitted. Activities involving singing must take place only outdoors.
  24. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable. Where cafeterias must be used, keep students together in cohort groups, ensure physical distancing and consider assigned seating. Workers or other persons handling food must use gloves in addition to facial coverings.
  25. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.
  26. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).
  27. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.
  28. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited, and each student will have separate individually labeled boxes or cubbies.
  29. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.
  30. Use of privacy boards or clear screens will be considered as much as practicable.
  31. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
  32. A [School Site-Specific Protection Plan](#) outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates. A comprehensive risk assessment should be done of all work areas and work tasks and someone must be designated at each school to implement the plan.

**Resource Documents:**

[The Road Ahead: Humboldt County Schools Re-Opening Framework](#)

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Humboldt County Public Health and Human Services

Humboldt County Public Health Local Orders

California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs

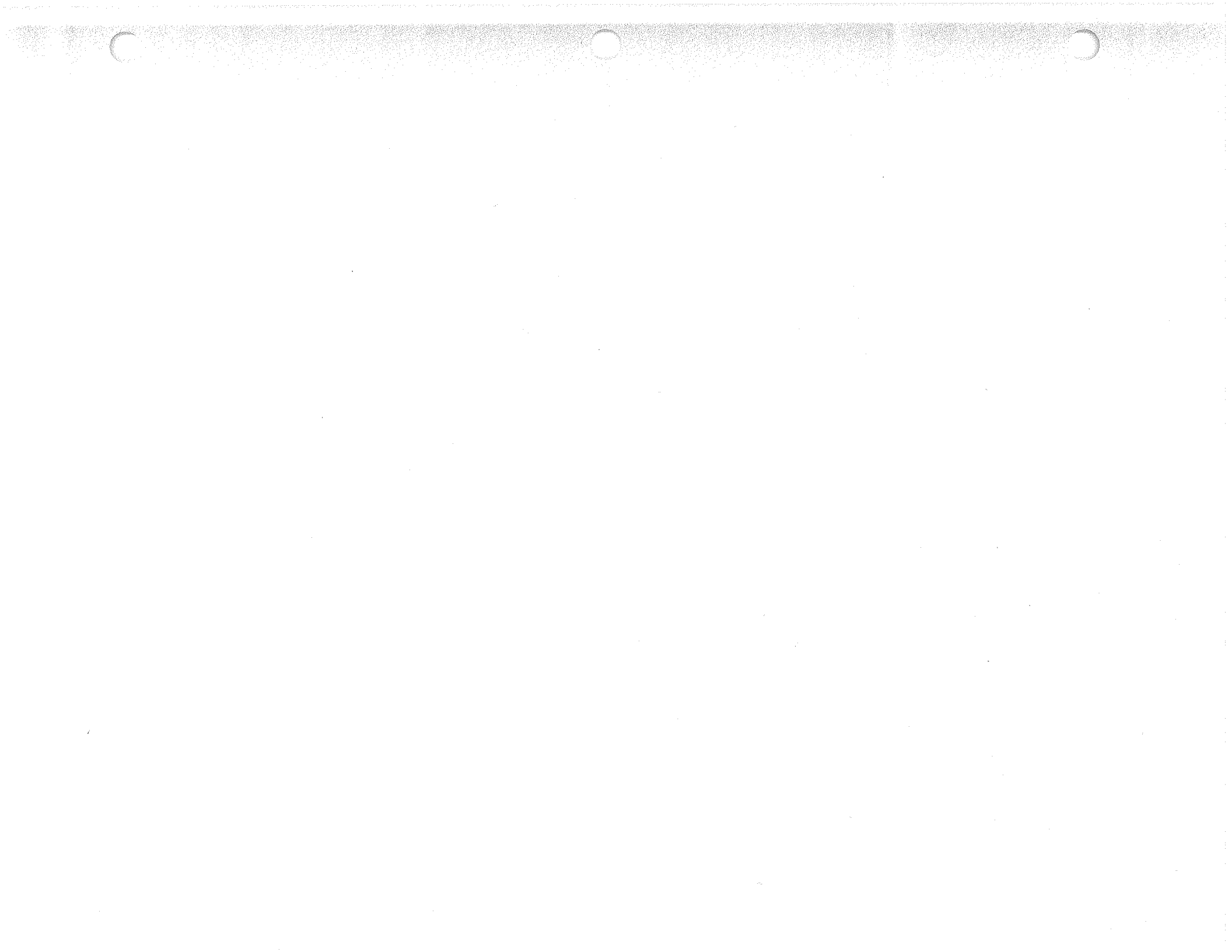
Center for Disease Control - Schools Decision Tree

California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

- COVID-19 Planning Considerations: Guidance for School Re-entry

DRAFT







## **LES - Draft Distance Learning Plan #1 - First 6 weeks and then re-evaluate**

### **Proposed 100% on line distance learning.**

#### **I. Roles and responsibilities**

##### **Students**

Dedicate appropriate minutes per day as indicated by needs of assignment and learning

- Reach out to the school for assistance; use the bus tutoring system as needed
- Participate in planned activities as indicated by teacher calendars; be in every class meeting daily.

- Identify the best possible spot for your learning.

Engage in online learning to the best of your ability.

##### **Teachers**

- Develop high quality distance learning lessons for your students
- To the extent practical, provide accommodations and supports to students with individualized needs.
- Provide instructional resources your students need to progress
- Hold regular "office hours" to connect and support students
- Communicate with families regarding student engagement and progress
- Engage in Professional Development (PD) intended to support distant learning
- Attend district meetings and monitor communications regarding discussions on current state of school facility closures.
- Monitor google classrooms for student participation and work; record on Jupiter Ed
- Share lessons with support staff on site to help students who may be in ASES during the day.
- Plan weekly "learning groups" (small groups of students and or parents coming for more explicit instruction).
- Use all sanitation and healthy habits to stay safe.

##### **Families**

- Ensure that a mobile device and internet access are available at home. If one is checked out from the school, please keep the school notified of any issues or concerns. Use the school hotspot for school business only.



- For concerns about how to navigate the technology, contact the school through [larmstrong@loleta.org](mailto:larmstrong@loleta.org), or call at 707-733-5705 or visit the Tutorial Bus and speak to Sara McLennan.
- Notify the school of any family needs changing with regards to childcare or support.
- Make sure your child can access their usernames and passwords. For assistance with this please contact your child's classroom teacher.
- Participate in weekly communication with your child's teachers or our staff.
- Support your child and your own well being by providing time for breaks, play and support lessons on outdoor activities.

### **District**

- Our goal is to maintain essential services for students and families.
- We wish to maintain and improve communication and relationships between school, staff and students/families.
- Our goals are to ensure that students progress toward common core standards and
- To provide supplemental enriching activities for students and families during the school closures.
- Students with special needs (Special Day, EL and Resource) will have scheduled time with their specific providers every week.
- All students will receive a bankers box that will have school supplies. Additions will be made throughout the school year as projects and experiments will be assigned.

### **II. Options for Distance Learning Content Delivery**

#### **BEST PRACTICES RELEVANT TO DISTANCE LEARNING**

Guidance from the California Department of Education

Guidance from the National Association of School Psychologists

Guidance from a Collaboration of the Placer County SELPA and CDE Remote Learning Recommendations, Illinois State Board of Education Time-on-Task Recommendations supported by the National Association of School Psychologists (NASP)

Grade Level Minimum Maximum Recommended Length of Sustained Attention:

PreK/TK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day	Total: 90 minutes/day	
	Class: 30 minutes/day	Total: 180 minutes/day	15-30 minutes

#### **II. OPTIONS FOR DISTANCE LEARNING CONTENT**

##### **DELIVERY**

Distance learning, referred to as distance education, e-learning, and online





learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.

**First**, distance learning is by definition, carried out through schools; it is not self-study or nonacademic learning.

**Second**, physical separation is assumed in distance learning. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

**Third**, distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.

Finally, distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the internet can promote the idea of social connection. In a distance learning setting, such networking can enable students connections with each other and thereby reduce their sense of isolation. Academic resources will be designated as “Core Materials” or “Supplemental Materials.” “Core Materials” will be used as the main instructional resources for all students in the designated grade levels and “Supplemental Materials” will be available for enhancement/enrichment activities, conducting research, recreational activities, and social emotional growth.

In an effort to provide educational benefits to all of our students and support to their families, Loleta may offer two options for Content Delivery:

**Option One:** Teacher Directed Online Instruction

Students will access each week's lessons and assignments through the google classroom or access the google classroom link through our new website [loletaschool.org](http://loletaschool.org) (coming soon)

Teachers will design the week's work to include standards based instruction, enrichment, review, and engagement. This can be delivered through pre-recorded lessons, live instruction, independent assignments, class check-ins, and enrichment activities. Lessons and check-ins will focus on Core Materials.



Teachers will hold daily class meetings.

Office hours may be an additional method for teacher/student/family check-ins.

**Option Two: Teacher Directed Packet Instruction and Check-ins**

Students will access each week's activities in a paper packet that will be delivered with lunches at the beginning of the week. Completed assignments should be stored by the family in the envelope they are provided in. Future turn-in options will be determined in consultation with Public Health officials. Teachers will design lessons to reinforce previous learning and utilize phone, email, text, or video conferencing to check in and assist students where possible. Lessons and check-ins will focus on Core Materials similar to those offered in Option 1.

As a universal support, our school bus will travel to all areas of Loleta on a set schedule in the afternoons to provide tutoring and support. Also, the school will be contacting parents as to their situation for child care issues. Some help at the school may be available.

**Hybrid Model- Learning Plan #2**

In this model, students will be divided into cohorts based on their grade and family members at the school.

Cohort 1 will attend Monday, Wednesday

Cohort 2 will attend Tuesday, Thursday

Friday will be a 100% online learning day.

Students will arrive at school no earlier than 8:00. These early students will be directed to an alternative location based on their home site family group, they will pick up breakfast and then proceed to class at 8:15, where they will remain until school starts. There will be no morning before school recess. No more than 10 students will be present in any class and all will practice 3-6 foot spacing. Some classes have elected to use plexiglass shielding on the student desks.

Students will be dismissed at 1:30. The ASES program will be open but students will be put into "family groups" based on their home site and not mix with other students. In ASES they will begin their computer work with assistance from ASES tutors until they are transported home as in previous years by bus.

Additional custodian time has been acquired to help with daily deep sanitation between cohorts. Each student will have a bucket with their own possessions and will not share between cohorts.



All students will be expected to wear a mask at all times. Outdoor classrooms and outdoor education will be provided to break up the instructional time and provide enrichment/engagement activities.

Students who still wish to be 100% at home despite implementation of the hybrid model being offered are welcome to. No doctor note is necessary. Students will be expected to participate in classroom meeting every morning and also other activities as directed by their instructor. The family will be expected to attend special training sessions to assist in keeping their students accessing google classroom and zoom.

More details of student days will be provided later.

Strict sanitation guidelines will be in place based on recommendations by the Public Health Department Guidelines and the County Office of Education Template from "The Road Ahead. Please see attachments.

### **Full Attendance Model- Learning Plan #3**

All students will attend as in a normal year but social distancing and all health/safety protocols will be required. Masks will be required for all students. Please see the documentation referenced above.

#### **General rules:**

##### **Home:**

**Please check your students' temperature and for any signs your child is ill before sending them to the bus stop. DO NOT send your student to school if they express any form of illness. They can participate via online that day. Please call the school reporting this choice.**

##### **Bus:**

Anyone getting on the bus will have their temperature taken. If the temperature is elevated to 100.4 the person will be required to return home. All students will wear a mask while on the bus or anywhere in school. If they refuse to comply, the student will be asked to go home and participate in online learning for the day. On the bus, seats will be assigned and these must be complied with, or student will lose the privilege of riding the bus to school.











[Home](#) / [Teaching & Learning](#) / [Curriculum and Instruction Resources](#) / [Distance Learning](#)

## Distance Learning Frequently Asked Questions

Frequently asked questions (FAQs) about Distance Learning pursuant to Education Code 43500-43511.

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[Coronavirus \(COVID-19\) Main Web Page](#)

[Distance Learning Main Web Page](#)

### General

#### 1. What is distance learning?

Distance learning is defined in *Education Code* Section 43500(a).

Distance learning means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee of the local educational agency (LEA). Distance learning may include, but is not limited to, all of the following:

- \* Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology.
- \* Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- \* The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.

#### 2. What is considered in-person instruction?

In-person instruction is defined as instruction under the immediate physical supervision and control of a certificated employee of the LEA while engaged in educational activities required of the pupil.

#### 3. What is considered an LEA for these purposes?

An LEA for purpose of these provisions means a school district, county office of education (COE), or a charter school, excluding a charter school classified as a nonclassroom-based charter as of the 2019-20 fiscal year.

#### 4. When can LEAs offer distance learning?

The intent is that LEAs offer in-person instruction to the greatest extent possible. However, LEAs can, and in some instances must, offer distance learning and/or hybrid models of learning under certain circumstances during the 2020-21 school year [*Education Code* Section 43503(a)(2)].

- \* Distance learning and/or a hybrid model of learning (a combination of in-person and distance learning) can be offered as a result of an order or guidance from a state or local public health official.



- ◆ According to a letter to the [Journal](#) <sup>27</sup> (PDF), the intent is not to require a directive from local public health officials specific to closing down in-person learning, but rather that LEAs actively work in consultation and collaboration with public health officials in determining whether to offer distance learning for a particular site or LEA-wide. The provision is also not intended to prevent an LEA from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Instead LEAs have flexibility to determine what instructional model the LEA will adopt during the COVID-19 Pandemic, taking into account the needs of their students and staff and their available infrastructure, provided the model adheres to an applicable state and local health guidance.
- ◆ LEAs do need to continue to follow all other public health guidance, directives, and orders, including those not specific to schools, that impact school indoor and outdoor facilities and activities (e.g., social distancing guidance).
- For students who are medically fragile, students who are self-quarantining because of exposure to COVID-19, or for students who would be put at risk by in-person instruction.
  - ◆ The letter to the Journal notes that the intent is to allow LEAs to offer distance learning based on the unique circumstances of each student. It allows for medically fragile students, and those in self-quarantine, but also for those students who would be put at-risk by in person instruction and as such, does not require an LEA to verify or make a determination that a request for this allowance meets a specific standard.
- Non-classroom-based charter schools do not provide distance learning as defined in EC Section 43500(a). Instead, non-classroom-based charter schools continue to provide independent study pursuant to their petition. As a result, this new requirement does not apply to non-classroom-based charters who were defined as such pursuant to EC Section 47612.5 as of the 2019–20 fiscal year.

Distance learning requirements are in place for the 2020-21 school year. LEAs that offer distance learning will not face penalties for instruction that doesn't meet the requirements outlined in *Education Code* Section 43504 prior to September 1, 2020. To the extent possible it is recommended that LEAs begin the school year meeting the requirements outlined.

■ [COVID-19 Industry Guidance: Schools and School-Based Programs](#) <sup>27</sup> (PDF; released July 17, 2020)

## 5. Is an LEA required to offer distance learning?

An LEA must offer instruction through distance learning if it is unable to offer in-person instruction in part or fully pursuant to a state or public health order.

## 6. What type of distance learning model can LEAs offer?

LEAs have the flexibility to determine what model best fits their situation, which includes hybrid and mixed-delivery models, so long as it ensures the safety of students and staff. The chosen model must take into account the needs of students and staff, as well as the infrastructure available to the school. The model must also adhere to applicable state or local public health orders or guidance (e.g., wearing face coverings, social distancing requirements, etc.) and include all necessary academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas. The requirements for distance learning are outlined in *Education Code* Section 43503.

## 7. Does an LEA need to get approval from a public health official to transition to distance learning?



An LEA does not need to seek out or receive approval from a state or local public health officer prior to transitioning instruction to a distance learning model. However, LEAs are required to following public health orders and guidance, as applicable, in determining safe in-person instruction, and when distance learning may be necessary. Parents should be informed of how instruction will occur, in a language understandable to the parent, pursuant to *Education Code* Section 48985.

### **8. Does an LEA need to get approval from a public health official for its planned model of distance learning?**

An LEA does not need to seek out or receive approval from a state or local public health officer prior for its planned model of distance learning model. However, LEAs are required to following public health orders and guidance, as applicable, in determining safe in-person instruction, and when distance learning may be necessary. Parents should be informed of how instruction will occur, in a language understandable to the parent, pursuant to *Education Code* Section 48985.

### **9. Is distance learning available to individual students who are at-risk or whose parents have a concern about their student participating in in-person learning?**

Yes, distance learning must be offered for students who are medically fragile, would be put at risk by in person instruction, or who are self-quarantining because of concerns of exposure to COVID-19.

### **10. Do schools need to confirm there is a valid reason that a student “would be put at risk by in-person instruction,” or is the student’s risk required to meet a specific standard?**

No. There is not a definition of students who “would be put at risk by in-person instruction,” as there are many circumstances when distance learning may be more appropriate. For example, a student may have a health condition, family members with health condition, live or regularly interact with high-risk individuals, or otherwise be identified as “at-risk” by a parent or guardian. There is no requirement for an LEA to verify or make a determination that a request to utilize distance learning meets a specific standard or require documentation.

### **11. What is considered “live interaction?”**

*Education Code* Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities.

Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction.

Pursuant to *Education Code* Section 43503(b)(6), if daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.



## 12. What is the difference between daily live interaction and daily participation?

The purpose of daily live interaction, which occurs with teachers and students, is to provide instruction, monitor progress, and maintain school/social connectedness. The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated teacher, and ideally live contact with peers, even if live contact is not possible as part of daily instruction.

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians.

## 13. Is the requirement for daily live interaction met if the interaction is only between an individual student and a teacher?

No. All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness. Teachers may meet individually with students but this alone does not meet the requirements for daily live interaction. The minimum standard should be the same for all students regardless of which school or program the student participates in within the LEA. Every effort should be taken to determine the amount of interaction that is needed for students to progress academically and remain engaged in learning and connected to the school community.

## 14. Is there a requirement for how frequently regular communication with parents or guardians regarding a pupil's academic progress must occur?

The statute does not define how this communication must occur, however LEAs should align communications on student academic progress with communications related to re-engagement of students pursuant to *Education Code Section 43503(f)(2)*. LEAs should consider including the following when creating their local policy on how frequently to communicate with parents:

- Language of the parent
- Progress along the continuum of language development
- Access to content
- Strategies to improve attendance and motivation
- Information for parents to learn the virtual systems used by teachers
- Information for parents to understand home schedules and learning environments
- Social-emotional effects from distance learning
- Additional strategies included in the LEAs Learning Continuity and Attendance Plan pursuant to *Education Code Section 43509(f)(1)(F)*.

## 15. May the State Board of Education (SBE) waive any of the requirements in Part 24.5 of Division 3 of Title 2 of the Education Code?

No, pursuant to *Education Code Section 43511(a)*, the SBE may not waive any portion of the distant learning provisions.

## Student Absences





## **16. What is required if students are not participating regularly in instruction?**

*Education Code* Section 43504(f) requires each LEA to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction.

## **Personal Protective Equipment (PPE)**

### **17. How can LEAs secure PPE when they are offering in-person instruction?**

The Office of Emergency Services (OES) has created a PPE distribution plan through COEs. The plan is for the PPE to be purchased in bulk by the state and distributed to LEAs. LEAs should contact their COE for additional information.

## **Nutrition**

### **18. Will students who are participating in distance learning be provided meals?**

Yes. LEAs are required to provide nutritionally adequate meals for pupils who are eligible for Free and Reduced-Price meals whether engaged in in-person instruction or distance learning. Information regarding meals should be communicated in the language and format the parent understands.

Please refer to [School and Child and Adult Day Care Meals](#) for additional COVID-19 guidance as well FAQs.

## **English Learners**

### **19. How are the needs of English learners being met through distance learning?**

English learners must receive designated and integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and support for dual language learning.

The LEAs are to incorporate designated and integrated ELD as part of the core instruction during distance learning model. Students are to continue to be assessed via distance learning to informally assess the progress in ELD pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners. LEAs are to continue to offer dual language support and language acquisition programs via distance learning. For more information regarding the ELPAC assessment using social distancing protocols, please see the assessment guidance provided on the [CDE COVID-19 Assessment FAQs web page](#).

## **Nonclassroom-based Charter Schools**



## **20. Are non-classroom-based charter schools programs considered distance learning?**

Nonclassroom-based charter schools do not provide distance learning as defined in *Education Code* Section 43500(a). Instead, nonclassroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to nonclassroom-based charters who were defined as such pursuant to *Education Code* Section 47612.5 as of the 2019–20 fiscal year. A nonclassroom-based charter school described in *Education Code* Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article.

SB 98 does require that a nonclassroom-based charter school to adopt a learning continuity and attendance plan pursuant to *Education Code* Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to *Education Code* Section 47606.5.

**Questions:** [California Department of Education](https://www.cde.ca.gov) | [COVID19@cde.ca.gov](mailto:COVID19@cde.ca.gov)

Last Reviewed: Monday, July 27, 2020

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Enter School or District Name Here

## DOWNLOAD THIS TEMPLATE TO UPDATE YOUR SCHOOL/DISTRICT INFORMATION

### Purpose of this Document

The purpose of this document is to provide each school site and/or district office with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) is based on the template Site-Specific Protection Plan provided by Humboldt County Office of Education and Humboldt County Public Health. They are also informed by the American Academy of Pediatrics "COVID-19 Planning Considerations: Guidance for School Re-entry." It incorporates past and current Humboldt County Public Health Orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health and the California Department of Education. It has been modified to meet specific guidance and requirements for schools and school offices and is intended to ensure schools and school/district offices have well developed and thorough plans in place and remain in compliance.

### Description of a COVID-19 School Site-Specific Protection Plan (SSPP)

The (SSPP) template below combines state-level guidance published in the California State Resilience Road map and local Humboldt County public health policies. The State of California requires all schools to:

1. Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
2. Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
3. Implement individual control measures and screenings
4. Implement disinfecting protocols
5. Implement physical distancing guidelines

Additionally, this SSPP should be incorporated into the Comprehensive School Safety Plan.

As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools' SSPPs may be needed in order to incorporate new requirements. The HCOE website will post and disseminate updated information and tools for you to use in developing any needed amendments.

### Guidance for Developing Your School's COVID-19 School Site-Specific Protection Plan (SSPP)

1. Perform a risk assessment and school site walkthrough of your campus and office spaces and use the protocols, guidance and best practices detailed in the Public Health Guided Return to Site-Based Classroom Instruction as a guide for conducting your assessment.
2. Use the template below to create your own SSPP by filling in the required details, based on your individual school site/school or district office, to mitigate the transmission of COVID-19, along with the accompanying guidance from Humboldt County Public Health.
3. To assist you in your process, Humboldt County Public Health will provide a nurse liaison to area schools for technical assistance should questions emerge as school plans are developed. You should post the plan on your web site and/or at your school or office at a visible location, near the entrance where students, staff and visitors can easily review it without touching the document.
4. Signage also needs to be posted at each public entrance of each site to inform all students, staff and visitors that they should:
  - Avoid entering or using the facility if you have COVID-19 symptoms;



Enter School or District Name Here

- Maintain a minimum six-foot distance from one another;
- Sneeze and cough into a cloth or tissue or, if not available, into one's elbow;
- Wear face coverings, as appropriate; and
- Do not shake hands or engage in any unnecessary physical contact.

**Templates for signs can be downloaded for use from the CDC at**  
<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Audience=Schools>

**Tools for Developing Your School Site-Specific Protection Plan**

**1. COVID-19 School Site-Specific Protection Plan (SSPP) Template**

The Humboldt County Office of Education is providing this template that can be used by any school or district in Humboldt to create their own School Site-Specific Protection Plan (SSPP). It contains all of the standard content already written for you to re-open your school or school office and prompts you to "fill in the blank" where unique information is required in order to complete your SSPP. The template has been reviewed and is supported by Humboldt County's Public Health Officer.

**2. School Specific Best Practices**

The HCOE is monitoring updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Humboldt County Public Health to support and promote emerging best practices to share with the school community in Humboldt. These best practices are based on alignment with local, State and federal guidelines in coordination with the county's Public Health Officer. There is a section in the Template document that instructs you to cut/paste best practices right into your SSPP.

School or District Site Name	
Facility Address	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
The person(s) responsible for implementation of this Plan is:	
Name:	Title:
I, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature:	Date:

**Specific Control Measures and Screenings**





Enter School or District Name Here

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Describe below:**
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Describe below:**
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school's COVID-19 Task Force. **The name of this person is:**
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and, history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow school protocols when a child becomes ill. **Describe process below:**
7. Staff and students who are sick are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.
9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Humboldt County Public Health Protocols & Communication Templates for each scenario](#)):
- a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
  - b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
  - c. A student or staff member tests positive for COVID-19.
  - d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.
- Describe below:**
10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.



Enter School or District Name Here

11. For elementary students, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts over strict physical distancing.
12. For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff. Space students at least six feet apart, if possible in existing facilities. Distancing of 3-6 feet is acceptable in classrooms if all other safety measures are in place as specified in this document. Strict social distancing is prioritized in older children and when cohorting cannot be implemented **Describe below:**
13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort. **Describe below:**
15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. **Describe below:**
16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts. **Describe below:**
17. Congregate movement through hallways will be minimized as much as practicable. **Describe below:**
18. Large gatherings (i.e., school assemblies) are currently prohibited.
19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. Describe below:
20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.
21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.
22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.
23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. **Describe below:**



Enter School or District Name Here

- 24. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).
- 25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.
- 26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.
- 27. **Facemasking** of electronic devices, clothing, books and other games or learning aides will be avoided as much as possible.
- 28. Use of privacy boards or clear screens will be considered as much as practicable.
- 29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.
- 30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

### Cleaning and Disinfecting Protocols

<input type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input type="checkbox"/>	Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)'s approved for use against COVID-19 list.
<input type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.
<input type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contactless payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.



Enter School or District Name Here

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### Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected. Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Restrooms:	Telephones:
Handrails / door handles / shelving:	Handwashing facilities:
Copy Machines / Scanners / Faxes:	Common Areas:
Playground Structures:	Outdoor Common Areas:
Indoor Common Areas:	Other:
Other:	Other:

### Physical Distancing Guidelines

<input type="checkbox"/> Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet	<input type="checkbox"/> Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs
--	--





Enter School or District Name Here

	apart.		directing students to use the markings to maintain distance.
<input type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice;	<input type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

### Notification of COVID-19 Positive Case at School or Office Site

<input type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.	<input type="checkbox"/>	Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input type="checkbox"/>	<p>Protocols, actions and template communications are in place for COVID-19 related scenarios:</p> <ul style="list-style-type: none"> <li>• Student Symptom Checklist</li> <li>• Humboldt County Public Health <a href="#">Protocols on the onset of Symptoms</a></li> </ul>

### Training

Staff have been or will be trained on the following topics:

<input type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.	<input type="checkbox"/>	Manufacturer's directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.
<input type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input type="checkbox"/>	The importance of physical distancing, both at work and off work time (see Physical Distancing section above).
<input type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle	<input type="checkbox"/>	Proper use of face coverings, including:



Enter School or District Name Here

<p>pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.</p>		
<p><input type="checkbox"/> The importance of seeking medical attention if an employees' symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.</p>	<p><input type="checkbox"/></p>	<p>Face coverings do not protect the wearer and are not personal protective equipment (PPE).</p>

**Compliance and Documentation**

<p><input type="checkbox"/></p>	<p>This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.</p>
<p><input type="checkbox"/></p>	<p>All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act: Title III which covers private business entities.</p>
<p><input type="checkbox"/></p>	<p>This school site has created a Task Force to support SPP activities. This group meets regularly.</p>

**Resource Documents:**

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)



5.5

To be postponed

\_\_\_\_\_

\_\_\_\_\_









Recirculating

BEFORE THE GOVERNING BOARD OF THE  
LOLETA UNIFIED SCHOOL DISTRICT  
COUNTY OF HUMBOLDT, STATE OF CALIFORNIA  
Resolution No. 20-07

WHEREAS, due to a lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district that as of June 30, 2020, certain services now being provided by the District be discontinued by the following extent:

No. of Positions	Title of Positions (Work Days/Months)	Currently Assigned Time Per Day	Reduction in Assigned Time Per Day	Resulting Assigned Time Per Day
1.0 FTE	Bus Driver/Custodian	FT	elimination	0

NOW, THEREFORE, BE IT RESOLVED that 1.0 ( FTE ) classified positions be discontinued to the extent set forth above.

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give a notice of elimination, of employment to 1.0(FTE) classified employees pursuant to the District's policies, rule, and regulations and applicable provisions of the Education Code not later than 60 days prior to the effective date of elimination, of employment as set forth above.

The foregoing Resolution was passed and adopted at a regular board meeting of the Governing Board on June 18, 2020, by the following vote:

- AYES: \_\_\_\_\_  
(Name(s) of Board Members)
- NOES: \_\_\_\_\_  
(Name(s) of Board Members)
- ABSENCES: \_\_\_\_\_  
(Name(s) of Board Members)
- ABSTENTIONS: \_\_\_\_\_  
(Name(s) of Board Members)

Date: 6/18/2020  
GOVERNING BOARD OF THE  
LOLETA UNION SCHOOL DISTRICT

By \_\_\_\_\_  
Secretary of the Governing Board









# Loleta Union School District

700 Loleta Drive  
P.O. Box 547  
Loleta, CA 95551

## GSI REPORT

707-733-5705  
Fax: 707-733-5367

**No change since March  
2020!**

[cwells@loleta.org](mailto:cwells@loleta.org)  
[arolo@loleta.org](mailto:arolo@loleta.org)

Superintendent/  
Principal  
Autumn Chapman  
[achapman@loleta.org](mailto:achapman@loleta.org)









July 20, 2020

Dear Ms. Chapman,

Please accept my resignation as Special Day Class Teacher at Loleta School. My last day will be August 3<sup>rd</sup>, 2020.

It has been such a pleasure to work with my students the past 4 years! I am choosing to move closer to my hometown to be with my family during this time, especially due to family medical concerns.

I wish Loleta students and staff the best! Please let me know if there's anything I can be of help with. I will return my key before the start of the new school year, August 20, 2020.

Sincerely,

Lindsay Crawford

[Lcrawford@loleta.org](mailto:Lcrawford@loleta.org)

909-543-2618



July 27, 2020

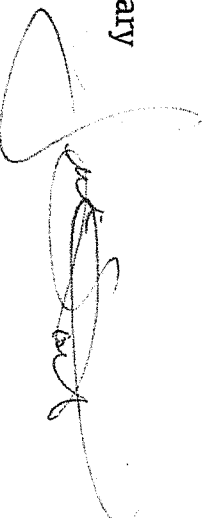
It is with Good Cause that I will not be able to start my job on the intended date. Due to the covid 19 pandemic I am unable to take a California State Standards CSET exam in order to complete my teaching credential. This is required to teach in the upcoming school year on a scheduled start date in August.

Therefore, due to Covid 19 and the closure of testing facilities necessary to complete my cset exam I am unable to meet the start date requirement. I am left with the options of being laid off or resignation. Given the situation the best option is to resign based on good cause.

Further my elderly mother has been living with me during Covid 19 pandemic. Last week my Mother and my 2 children were quarantined due to exposure to the covid 19 pandemic. Being a single mother I would be responsible to care for my children or elderly mother also hindering me to start my job on the start date assigned.

Due to these factors resignation is the best choice so I do not compromise my record and ensure employment opportunities in the future. My time in Loleta has been an enlightening experience and I am grateful for the opportunity. Unfortunately I am forced to resign for the betterment of the students and school due to Covid 19. I look forward to taking the exam as possible, and return to teaching as soon as possible.

Sincerely,  
Julieann Sounart  
7-8 Grade Loleta Elementary



Superintendent/ Principal  
Loleta Elementary  
Autumn Chapman











CHRIS N. HARTLEY, Ed.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7149

www.hcoe.org

July 21, 2020

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Corey Weber, Director of Fiscal Services *CW*

SUBJECT: AUGUST AND SEPTEMBER BOARD MEETING DATES

We are aware that unforeseen circumstances often create changes in scheduled board meeting dates. As you are aware, we will soon be working on time frames for processing the 2019-20 Unaudited Actuals, and Gann Limits.

After reviewing your scheduled meetings dates for these two months, please complete and return this form to **Brenda Howard by July 31, 2020.**

District Name: \_\_\_\_\_

	Board Packet Date	Board Meeting Date
AUGUST		
SEPTEMBER - Public Hearing		
SEPTEMBER - Adoption		

If there are any changes in your board meeting dates after you have submitted this information, please notify Brenda Howard at 445-7151 as soon as possible.

CW:hg





# Loleta Elementary School PBIS/Discipline Matrix

Observe Problem Behavior



Warning/  
Conference with Student



Is behavior  
classroom managed?

YES



Complete BTF.  
Contact parent, as appropriate.



**Classroom managed**

- Inappropriate Language
- Physical contact
- Defiance
- Disrespect
- Disruption
- Dress Code
- Property Misuse
- Stealing
- Lying/Cheating

**Office managed**

- Weapons
- Fighting or Aggressive Physical Contact
- Abusive Language
- Threats
- Harassment of students or teachers
- Smoking
- Vandalism
- Alcohol or Drugs
- Leaving School Grounds
- Pulling Fire Alarm
- Truancy

**Side Bar on Classroom Managed BRF**

- Fill out BTF when student does not respond to redirection, pre-correction or verbal warning.
- Take concrete action to correct behavior with student (i.e. problem solving worksheet, re-teaching of expected behaviors, individual practice).
- Student should not be aware that BTF was completed.

Does the student  
have 3 majors or  
6 total referrals  
in 6 weeks?



BIT team will  
review data and  
determine  
appropriate Tier  
2 interventions.

NO



Is immediate  
removal necessary to  
ensure safety?



YES



NO

Call office for  
trained CPI  
staff.  
Complete  
BERF.

Administrator determines  
consequences and/or RP.  
*If student has an IEP,  
consult with Case  
Manager.*



Administrator provides teacher feedback and  
parent contact as appropriate.

BTF: Behavior Tracking Form  
BERF: Behavior Emergency Report Form  
BIT: Behavior Intervention Team  
RP: Restorative Practice



## **Bullying Prevention and Intervention Policy**

The Loleta Elementary School District believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Loleta Elementary School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Loleta Elementary School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the Loleta Elementary School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

A Student Code of Conduct has been adopted and is to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Superintendent. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following: All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or



information packet, as part of new student orientation, and as part of the school systems' notification to parents.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.

People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

#### **Conflict Resolution Policy**

The Loleta Elementary School District believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Loleta Elementary School District will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

The Loleta Elementary School District will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. A Student Code of Conduct has been adopted and is to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peacefully.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.

Students needing help in resolving a disagreement, or students observing conflict may contact an adult including the Principal and/or school Climate Director.

Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential. Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.



## **Youth Suicide Prevention Policy**

The Governing Board of Loleta Elementary School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent of Loleta Elementary School, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent of Loleta Elementary School shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

The Superintendent of Loleta Elementary School shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.





To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

**Prevention**

**A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Loleta Elementary School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-rise-social-media>

**B. Suicide Prevention Training and Education**



The Loleta Elementary School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (Professional Development opportunities, ASSIST, Question, Persuade, Refer; etc). Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.



- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:



- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/s/cg/mh/project/calwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>





### **C. Employee Qualifications and Scope of Services**

Employees of Loleta Elementary School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Superintendent of Loleta Elementary School.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>



## **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Loleta Elementary School suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Loleta Elementary School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **F. Student Participation and Education**

The Loleta Elementary School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
  - Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
- Coping strategies for dealing with stress and trauma;



- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Loleta Elementary School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

#### Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>



## **Intervention, Assessment, Referral**

### **A. Staff**

Two Loleta Elementary School staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

### **B. Parents, Guardians, and Caregivers**





A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

### **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. School counselor and/or school psychologist will be notified and a risk assessment may be conducted.

### **D. Parental Notification and Involvement**

Each school within the Loleta Elementary School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Welfare Services (CWS) to report neglect of the youth. Humboldt County Child Welfare Services. Report Child Abuse 24 Hour Hotline: (707) 445-6180.

### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;



- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of Loleta Elementary School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.



### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

### **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);



- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhtrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhtrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

### **I. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Loleta Elementary School Superintendent shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:





- Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide prevention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>



- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at <http://www.mhronline.org/resources/suicide%9%5Cattempted-suicide-resources-for-schools-9/>
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/hr/el/e/vr14tr0212.asp>.

**Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:**

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
  - (1) The guidelines are necessary.
  - (2) The department has the authority to issue the guidelines.
  - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.













**California Department of Education**  
**Official Letter**

May 29, 2018

Dear County and District Superintendents and Charter School Administrators:

## Youth Suicide Prevention Policy

As the 2017–18 school year comes to an end, I would like to remind you to take the time to ensure your local educational agency (LEA) has developed, adopted, and implemented a Youth Suicide Prevention Policy. California *Education Code* Section 215, as added by Assembly Bill 2246 (Chapter 642, Statutes of 2016), requires the governing board of any LEA that serves pupils in grades seven to twelve, inclusive, adopt a policy that addresses pupil suicide prevention, intervention, and postvention.

AB 2246 specifically addresses the needs of high-risk groups, including suicide awareness and prevention training for teachers, and will ensure that a school employee acts within the authorization and scope of the employee's credential or license. While this legislation focuses on LEAs which serve students in grades seven to twelve, the California Department of Education (CDE) highly encourages all LEAs to develop suicide prevention policies as research indicates that suicidal ideation can often occur at an early age. Additionally, the CDE encourages an annual review of the policy and procedures to determine if any revisions or improvements are needed.

The Model Youth Suicide Prevention Policy, developed by the CDE, is available on the CDE Mental Health Web page at <https://www.cde.ca.gov/ls/cg/mh/>. The CDE also encourages each LEA to work closely with their county behavioral health department to both develop their policy and protocols as well as identify and access resources at the local level.

Youth suicide is the second leading cause of death for children and young adults between the ages of ten to twenty-four. According to the Centers for Disease Control, two to three percent of adolescents make a serious suicide attempt every year. In a school of 2,000 students, this means forty to sixty of their students will attempt suicide annually. Research demonstrates that 20 percent of students in our kindergarten through twelfth grade classrooms suffer from a mental health issue that affects their daily functioning. Often these students suffer silently, become alienated, and may be quietly contemplating suicide.





To promote student success inside and outside the classroom, we need to provide the tools and training to help school staff create a caring and supportive school environment. Early detection of student mental health issues by trusted adults and referrals for appropriate mental health care can save lives on school campuses across the state.

There is a critical need for staff to be prepared in the event of a suicide attempt and death by suicide. It is important, consequently, for school districts to develop and review their own suicide prevention policies and protocols for the health and safety of students as well as to ensure compliance with AB 2246.

For other suicide prevention resources and activities, please visit the following:

- CDE Youth Suicide Prevention Web page at <https://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>
- CDE Project Cal-Well Youth Mental Health First Aid Training Web page at <https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- American Foundation for Suicide Prevention Web site at <http://www.afsp.org/>
- MY3 Web site at <http://www.my3app.org/>
- National Alliance on Mental Illness Web site at <http://www.namicalifornia.org/>
- National Institute on Mental Health Web site at <http://www.nimh.nih.gov>
- Each Mind Matters Web site at <http://www.eachmindmatters.org/>



- Suicide Prevention Center Web page at <https://didilnrsch.org/services/suicide-prevention/> 
- Know the Signs Web site at <http://www.suicideispreventable.org/> 
- California Mental Health Services Authority Web site at <http://calmhsa.org> 
- K-12 Toolkit for Mental Health Promotion and Suicide Prevention Web page at <http://www.HEARDAlliance.org> 

I recognize the importance of the health, safety, and well-being of our students and believe mental health and wellness must be a top priority in our schools. By working together, we can increase awareness of the mental health issues our students face and reduce the number of student suicides.

Please join me in taking a stand to reduce youth suicide by ensuring that your Youth Suicide Prevention Policy has been developed and adopted by your governing school board.

If you have any questions regarding this subject, please contact Monica Nepomuceno, Education Programs Consultant in the Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-2212 or by e-mail at [mnepomuceno@cde.ca.gov](mailto:mnepomuceno@cde.ca.gov).

Sincerely,

Tom Torlakson

TT:mn  
2018-03350

Last Reviewed: Tuesday, December 3, 2019



**EDUCATION CODE - EDC**

**TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** (*Title 1 enacted by Stats. 1976, Ch. 1010.*)

**DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500]** (*Division 1 enacted by Stats.*

*1976, Ch. 1010.*)

**PART 1 GENERAL PROVISIONS [1. - 446]** (*Part 1 enacted by Stats. 1976, Ch. 1010.*)

**CHAPTER 2. Educational Equity [200 - 262.4]** (*Heading of Chapter 2 amended by Stats. 1998, Ch. 914, Sec. 6.*)

**ARTICLE 2.5. Pupil and Student Suicide Prevention Policies [215 - 216]** (*Heading of Article 2.5 amended by Stats. 2018, Ch. 460, Sec. 1.*)

215. (a) (1) The governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, shall, before the beginning of the 2017–18 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in grades 7 to 12, inclusive. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

(2) (A) The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall, before the beginning of the 2020–21 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in kindergarten and grades 1 to 6, inclusive. The policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

(B) The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils.

(C) The policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

(3) The policy shall specifically address the needs of high-risk groups, including, but not limited to, all of the following:

(A) Youth bereaved by suicide.

(B) Youth with disabilities, mental illness, or substance use disorders.

(C) Youth experiencing homelessness or in out-of-home settings, such as foster care.

(D) Lesbian, gay, bisexual, transgender, or questioning youth.

(4) (A) The policy shall also address any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the local educational agency.

(B) Materials approved by a local educational agency for training shall include how to identify appropriate mental health services, both at the schoolsite and within the larger community, and when and how to refer youth and their families to those services.

(C) Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

(5) The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in this section shall be



construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

(6) To assist local educational agencies in developing policies for pupil suicide prevention, the department shall develop and maintain a model policy in accordance with this section to serve as a guide for local educational agencies.

(b) The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 12, inclusive, shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

(c) Nothing in this section shall prevent the governing board or body of a local educational agency from reviewing or updating its policy on pupil suicide prevention more frequently than every fifth year.

(d) For purposes of this section, "local educational agency" means a county office of education, school district, state special school, or charter school.

*(Amended by Stats. 2019, Ch. 694, Sec. 1. (AB 1767) Effective January 1, 2020.)*

2155. (a) (1) Commencing July 1, 2019, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number described in subparagraph (A) and may have printed on either side of the pupil identification cards the telephone numbers described in subparagraphs (B) and (C):

(A) The telephone number for the National Suicide Prevention Lifeline: 1-800-273-8255.

(B) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(C) A local suicide prevention hotline telephone number.

(2) Commencing October 1, 2020, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number for the National Domestic Violence Hotline: 1-800-799-7233.

(b) (1) Commencing July 1, 2019, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number described in subparagraph (A) and may have printed on either side of the student identification cards the telephone numbers described in subparagraphs (B), (C), and (D):

(A) The telephone number for the National Suicide Prevention Lifeline: 1-800-273-8255.

(B) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(C) The campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

(D) A local suicide prevention hotline telephone number.

(2) Commencing October 1, 2020, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number for either of the following:

(A) The National Domestic Violence Hotline: 1-800-799-7233.

(B) A local domestic violence hotline that provides confidential support services for students that have experienced domestic violence or stalking and is available by telephone 24 hours a day.

(c) Notwithstanding subdivisions (a) and (b), if, as of January 1, 2020, a school subject to the requirements of subdivision (a), or a public or private institution of higher education subject to





the requirements of subdivision (b), has a supply of unissued pupil or student identification cards that do not comply with the requirements of subdivision (a) or (b), as applicable, the school or the public or private institution of higher education shall issue those pupil or student identification cards until that supply is depleted.

(j) Subdivisions (a) and (b) shall apply for a pupil or student identification card issued for the first time to a pupil or student, and to a pupil or student identification card issued to replace a damaged or lost pupil or student identification card.

*(Amended by Stats. 2019, Ch. 270, Sec. 1. (SB 316) Effective January 1, 2020.)*

216. (a) The department shall identify one or more evidence-based online training programs that a local educational agency can use to train school staff and pupils as part of the local educational agency's policy on pupil suicide prevention adopted pursuant to subdivision (a) of Section 215.

(b) In identifying an online training program pursuant to subdivision (a), the department shall ensure all of the following:

(1) The training program is evidence based.

(2) The training program is consistent with the model pupil suicide prevention policy developed by the department pursuant to paragraph (5) of subdivision (a) of Section 215.

(3) The training program addresses the needs of high-risk groups as specified in paragraph (2) of subdivision (a) of Section 215.

(4) The training program can track aggregate, statewide usage.

(5) The training program can assess trainee knowledge before and after training is provided in order to measure training outcomes.

(c) (1) The department shall, subject to funds being appropriated in the annual Budget Act or another statute for this purpose, provide a grant to a county office of education, upon application by the county office of education, for the county office of education to acquire a training program identified by the department pursuant to subdivision (a) and disseminate that training program to local educational agencies.

(2) The county office of education shall make the training program available to local educational agencies at no cost.

(3) A local educational agency is not required to use the training program and may use the training program on a voluntary basis.

(d) For purposes of this section, "local educational agency" means a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive.

(e) The requirements of this section are contingent on funds being appropriated in the annual Budget Act or another statute for its purposes.

*(Added by Stats. 2018, Ch. 32, Sec. 1. (AB 1808) Effective June 27, 2018.)*





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## Bullying Prevention Training & Resources

Bullying prevention training materials, publications and resources, including community-based organizations, for educators, parents, and community members for recognizing bullying behavior and approaches for determining how to respond.

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Assembly Bill 2291, which became effective on January 1, 2019, requires that local educational agencies (LEAs) adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. It requires that the California Department of Education (CDE) post a list of available online training modules relating to bullying or bullying prevention in addition to the existing CDE training module and that LEAs make training available to certificated and all other school site employees who have regular interaction with students.

### [Online Bullying Training Module \(PPTX\)](#)

#### [Bullying Module \(DOCX\)](#)

The CDE Online Bullying Training Module and Bullying presentation is mandated by Assembly Bill 1993 and California Education Code Section 32283.5. The Online Bullying Training Module and Bullying Module will assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying. The Online Bullying Training Module presentation and Bullying Module identify acts of bullying and suggest strategies to address bullying.

### [StopBullying.gov Bullying Prevention Training Course](#)

This free training provides guidance on how to take a public health approach to bullying prevention through the use of long-term, community-wide prevention strategies. Take the course and make a difference today.

### [National Alliance for Youth Sports: Bullying Prevention Training](#)

This program is designed to provide valuable information on bullying and add to what coaches, parents, and administrators should know regarding bullying prevention. Bullying awareness and prevention is an important issue in youth sports today as it affects the health and well-being of children participating in all sports, and at all levels. This free training may be taken for a certificate issued by National Alliance for Youth Sports (NAYS).

### [Teachers' Essential Guide to Cyberbullying Prevention](#)

This guide is provided by Common Sense Media, a nonprofit organization that "provides education and advocacy to families to promote safe technology and media for children." The guide responds to the questions, What is cyberbullying? How common is it? And what can teachers do about it? Get advice and resources (English and Spanish) to support your students.

### [Keenan Bullying Recognition/Response](#)

Keenan Safeschool's Bullying: Recognition and Response course trains staff how to recognize and react to bullying situations, as well as their obligations to help prevent bullying/cyberbullying. The course helps users



understand the complexities of bullying by examining its characteristics, development, and underlying causes. It also discusses the roles of victims, bullies, and bystanders and offers ways for staff to deal with each. This course is designed for all school staff members in California. A certificate will be issued by Keenan upon completion.

## Websites, Publications, and Blogs

[Bullying and Youth with Disabilities and Special Health Needs](#)

This site addresses creating a safe environment for youth with disabilities and federal civil rights laws.

[Bullying at School \(PDF\)](#)

This CDE publication addresses bullying behavior and hate-motivated behavior, including definitions, effects, and prevention strategies.

[Cyberbullying - Definition, Prevention, and Reporting](#)

Cyberbullying happens when children bully each other through electronic technology. Find out why cyberbullying is different from traditional bullying, what you can do to prevent it, and how you can report it when it happens.

[Cyberbullying Research Center](#)

The Cyberbullying Research Center is a clearinghouse of information about cyberbullying among adolescents. It provides information on the nature, extent, causes, and consequences of cyberbullying, as well as resources on how to prevent and respond to online aggression.

[GLSEN \(Gay, Lesbian, and Straight Education Network\)](#)

This network provides resources and support for schools to implement effective and age-appropriate anti-bullying programs to improve school climate for all students.

[Massachusetts Bullying Prevention and Intervention Resources](#)

Massachusetts law led to the Model Bullying Prevention and Intervention Plan and implementation of model practices in school staff professional development in bullying prevention.

[National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)

Funded by the U.S. Department of Education's Office of Safe and Healthy Students, Bullying is defined as a form of unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. This site describes physical, verbal, social bullying, and cyberbullying and features resources.

[National Criminal Justice Reference Service](#)

Select A-Z Topics, and then select *Bullying*.

[National Crime Prevention Council](#)

The National Crime Prevention Council's mission is to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime.

[National School Safety Center](#)

The National School Safety Center (NSSC) serves as an advocate for safe, secure, and peaceful schools worldwide and as a catalyst for the prevention of school crime and violence. The NSSC provides school communities and their school safety partners with quality information, resources including bullying and cyberbullying, consultation, and training services.




### [Olweus Bullying Prevention Program](#)

The site provides a summary of the Olweus Bullying Prevention Program developed by the Olweus Group. It is a comprehensive model that defines bullying/cyberbullying and utilizes annual surveys, classroom curriculum, implementation resources, and training.

### [Organizations and Resources that Support Youth](#)

A list of California organizations providing support to youth and their families who have been subjected to school-related discrimination, harassment, intimidation, and bullying/cyberbullying, including resources for youths affected by gangs, gun violence, and psychological trauma caused by violence at home, school, and in the community.

### [PACER National Bullying Prevention Center](#)

The organization provides classroom, family, and community resources and materials related to bullying and cyberbullying prevention, activities and events, and stories. [Spanish language materials are available](#) 

### [Stop Bullying](#)

Stopbullying.gov is a national organization that provides information for students and adults defining bullying/cyberbullying, and offering advice on how to address the issues, resources, and materials.

### [Teaching Tolerance](#)

Teaching Tolerance is a project of the Southern Poverty Law Center. It includes classroom resources and materials on bullying, cyberbullying, and school climate among many other topics related to tolerance.

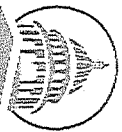
**Questions: School Health Office | 916-319-0914**

Last Reviewed: Wednesday, August 07, 2019

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**AB-2291 School safety: bullying.** (2017-2018)

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Date Published: 09/18/2018 09:00 PM

**Assembly Bill No. 2291**

**CHAPTER 491**

An act to amend Section 32283.5 of, and to add Section 234.4 to, the Education Code, relating to school safety.

**[ Approved by Governor September 18, 2018. Filed with Secretary of State September 18, 2018. ]**

### LEGISLATIVE COUNSEL'S DIGEST

AB 2291, Chiu. School safety: bullying.

Existing law, the Safe Place to Learn Act, requires the State Department of Education to assess whether local educational agencies have taken certain actions related to educational equity, including adopting a policy that prohibits discrimination, harassment, intimidation, and bullying based on specified characteristics such as disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation, or association with a person or group with one or more of the specified characteristics.

This bill would require local educational agencies, as defined, to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program.

Existing law requires the State Department of Education to develop an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying.

This bill would require the department to post on its Internet Web site the online training module developed by the department and an annually updated list of other available online training modules relating to bullying or bullying prevention. The bill would require a school operated by a school district or a county office of education and a charter school to annually make available the online training module developed by the department to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils. By imposing additional duties on schools operated by a school district or a county office of education and charter schools, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted



above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 234.4 is added to the Education Code, to read:

234.4. (a) A local educational agency shall adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying.

(b) For purposes of this section, a "local educational agency" means a school district, a county office of education, or a charter school.

**SEC. 2.** Section 32283.5 of the Education Code is amended to read:

32283.5. (a) The department shall develop and post on its Internet Web site an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying, and implementing strategies to address bullying and cyberbullying.

(b) The department shall post on its Internet Web site and annually update a list of available online training modules relating to bullying or bullying prevention.

(c) A school operated by a school district or a county office of education and a charter school shall annually make available the online training module developed by the department pursuant to subdivision (a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

**SEC. 3.** If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.













## **Youth Suicide Prevention Policy**

The Governing Board of Loleta Elementary School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent of Loleta Elementary School, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent of Loleta Elementary School shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

The Superintendent of Loleta Elementary School shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.



To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

## **Prevention**

### **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Loleta Elementary School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

### **B. Suicide Prevention Training and Education**



The Lolita Elementary School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning, [afterschool] staff).

#### Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (Professional Development opportunities, ASSIST, Question, Persuade, Refer; etc). Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.



- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking: how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:





- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/lis/cg/mh/project/calwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>



### **C. Employee Qualifications and Scope of Services**

Employees of Lolita Elementary School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Superintendent of Lolita Elementary School.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>



## **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Loleta Elementary School suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Loleta Elementary School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **F. Student Participation and Education**

The Loleta Elementary School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Coping strategies for dealing with stress and trauma;



- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Loleta Elementary School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

#### Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>





## **Intervention, Assessment, Referral**

### **A. Staff**

Two Loleta Elementary School staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

### **B. Parents, Guardians, and Caregivers**



A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

### **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. School counselor and/or school psychologist will be notified and a risk assessment may be conducted.

### **D. Parental Notification and Involvement**

Each school within the Loleta Elementary School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Welfare Services (CWS) to report neglect of the youth. Humboldt County Child Welfare Services. Report Child Abuse 24 Hour Hotline: (707) 445-6180.

### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;



- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of Lolela Elementary School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.



### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

### **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);





- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrtsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrtsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

### **I. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Loleta Elementary School Superintendent shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:



- Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide prevention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>



- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the [Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss](http://www.sprc.org/resources-suicide-prevention-resource-center)
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at <http://www.mhrsonline.org/resources/suicide%5Cattempted-suicide-resources-for-schools-9/>
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/yr14/tr0212.asp>.

**Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:**

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
  - (1) The guidelines are necessary.
  - (2) The department has the authority to issue the guidelines.
  - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.









### **Bullying Prevention and Intervention Policy**

The Loleta Elementary School District believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Loleta Elementary School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Loleta Elementary School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the Loleta Elementary School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

A Student Code of Conduct has been adopted and is to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Superintendent. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following: All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying; at the beginning of the school year, as part of the student handbook and/or



information packet, as part of new student orientation, and as part of the school system's notification to parents.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

#### **Conflict Resolution Policy**

The Loleta Elementary School District believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Loleta Elementary School District will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

The Loleta Elementary School District will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. A Student Code of Conduct has been adopted and is to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.

Students needing help in resolving a disagreement, or students observing conflict may contact an adult including the Principal and/or school Climate Director.

Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential. Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.







# Loleta Elementary School PBIS/Discipline Matrix

Observe Problem Behavior



Warning/  
Conference with Student



Is behavior  
classroom managed?

YES



Complete BTF.  
Contact parent, as appropriate.



NO



Is immediate removal necessary to ensure safety?

YES



Call office for trained CPI staff.  
Complete BERRF.

NO



Administrator determines consequences and/or RP. *If student has an IEP, consult with Case Manager.*

Classroom managed	Office managed
<ul style="list-style-type: none"> <li>-Inappropriate Language</li> <li>-Physical contact</li> <li>-Defiance</li> <li>-Disrespect</li> <li>-Disruption</li> <li>-Dress Code</li> <li>-Property Misuse</li> <li>-Stealing</li> <li>-Lying/Cheating</li> </ul>	<ul style="list-style-type: none"> <li>-Weapons</li> <li>-Fighting or Aggressive Physical Contact</li> <li>-Abusive Language</li> <li>-Threats</li> <li>-Harassment of students or teachers</li> <li>-Smoking</li> <li>-Vandalism</li> <li>-Alcohol or Drugs</li> <li>-Leaving School Grounds</li> <li>-Pulling Fire Alarm</li> <li>-Tuanacy</li> </ul>

**Side Bar on Classroom Managed BRRF**

-Fill out BTF when student does not respond to redirection, pre-correction or verbal warning.  
 -Take concrete action to correct behavior with student (i.e. problem solving worksheet, re-teaching of expected behaviors, individual practice).  
 -Student should not be aware that BTF was completed.

Does the student have 3 majors or 6 total referrals in 6 weeks?



BTF team will review data and determine appropriate Tier 2 interventions.

BTF: Behavior Tracking Form  
 BERRF: Behavior Emergency Report Form  
 BTF: Behavior Intervention Team  
 RP: Restorative Practice

Administrator provides teacher feedback and parent contact as appropriate.









# ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

## Report Cover Sheet

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT  
7/30/2020 12:43:23 PM  
28  
vpatrick  
2021

JULY BOARD MEETING

ALL  
07/30/2020  
20000049  
20000050  
ALL  
2020  
Vendor Name  
Board Description  
YES  
NO  
NO

### General Settings

Report Name  
Printed  
District  
Logon  
Fiscal Year

### Options

Report Title

### 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

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2000049-0 AUDIT

Reference	Vendor	Description	Amount
PV200868-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	COVID SUPPLIES	29.92
PV200869-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	COVID SUPPLIES	113.27
<b>Total Payment Amount</b>			<b>143.19</b>
PV200870-001	AT&T LONG DISTANCE P.O. BOX 9011 CAROL STREAM, IL 60197-9011	MAY CHARGES	165.16
<b>Total Payment Amount</b>			<b>165.16</b>
PV200871-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	LEAP WATER	14.00
<b>Total Payment Amount</b>			<b>14.00</b>
PV200872-001	DAVID L. MOONIE & CO. LLP CERTIFIED PUBLIC ACCOUNTANTS 325 SECOND STREET, SUITE 301 EUREKA, CA 95501-0000	18/19 AUDIT SERVICES	1,500.00
<b>Total Payment Amount</b>			<b>1,500.00</b>
PV200873-001	FERNDALE TECH DISTEFANO, DIMETRIUS PO BOX 111 FERNDALE, CA 95536	MONTHLY CHARGES	40.00
PV200874-001	FERNDALE TECH DISTEFANO, DIMETRIUS PO BOX 111	MONTHLY CHARGES	375.00



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2000049-0 AUDIT

Reference Vendor FERRNDALE, CA 95536

Transmittal Number	Vendor	Description	Amount
PV200875-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	SUPPLIES	19.14
<b>Total Payment Amount</b>			<b>415.00</b>
PV200876-001	HUMBOLDT TERMITTE & PEST(C) 5440 ERICSON WAY ARCATA, CA 95521-0000	PEST SERVICE	35.00
PV200877-001	HUMBOLDT TERMITTE & PEST(C) 5440 ERICSON WAY ARCATA, CA 95521-0000	PEST SERVICE	35.00
<b>Total Payment Amount</b>			<b>19.14</b>
PV200878-001	LOLETA COMMUNITY SERVICES DIST P.O. BOX 236 LOLETA, CA 95551-0000	WATER BILL	196.70
<b>Total Payment Amount</b>			<b>70.00</b>
PV200879-001	MENDES SUPPLY COMPANY 1030 W DEL NORTE ST EUREKA, CA 95501-0000	CUSTODIAL SUPPLIES	132.75
<b>Total Payment Amount</b>			<b>196.70</b>
PV200880-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	MAY CHARGES	25.60
PV200881-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	JUNE CHARGES	36.50





HUMBOLDT COUNTY OFFICE OF EDUCATION  
**ACCOUNTS PAYABLE - BOARD PAYMENT REPORT**

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2000049-0 AUDIT

Vendor

EUREKA, CA 95501-0000

Amount Description

Total Payment Amount

62.10 SLP

PRESENCE LEARNING INC.  
 PO BOX 743532  
 LOS ANGELES, CA 90074-3532

Total Payment Amount

1,113.59 MAY CHARGES

RECOLOGY  
 965 RIVERWALK DR  
 FORTUNA, CA 95540-8502

Total Payment Amount

546.50 CAFETERIA

SFS OF SCRAMENTO INC  
 7062 PACIFIC AVENUE  
 PLEASANT GROVE, CA 95668

Total Payment Amount

17.24 GAS

VALLEY PACIFIC PETROLEUM  
 PO BOX 1245  
 FRENCH CAMP, CA 95231-1245

Total Payment Amount

223.94 Transmittal Total

Fund Summary:

Fund 01

4,539.97

Fund 13

79.34

20.08

SUPPLIES

ACE HARDWARE-FORTUNA  
 140 S FORTUNA BLVD  
 FORTUNA, CA 95540-0000

PV200886-001

Transmittal Number: 2000050-0 AUDIT

7/30/2020 12:43:28 PM



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 20000050-0 AUDIT

Reference	Vendor	Description	Amount
PV200887-001	AT&T LONG DISTANCE P.O. BOX 9011 CAROL STREAM, IL 60197-9011	MAY CHARGES	254.50
<b>Total Payment Amount</b>			20.08
PV200888-001	BCC FUNDING X LLC P.O. BOX 844803 LOS ANGELES, CA 90084-4803	EQUIPMENT	109.75
<b>Total Payment Amount</b>			254.50
PV200889-001	CRYSTAL CREAMERY DEPT. 33369 P.O. BOX 44000 SAN FRANCISCO, CA 94144-3369	CAFETERIA	93.76
<b>Total Payment Amount</b>			109.75
PV200890-001	CRYSTAL CREAMERY DEPT. 33369 P.O. BOX 44000 SAN FRANCISCO, CA 94144-3369	CAFETERIA	187.50
<b>Total Payment Amount</b>			187.50
PV200891-001	CRYSTAL CREAMERY DEPT. 33369 P.O. BOX 44000 SAN FRANCISCO, CA 94144-3369	CAFETERIA	31.26
<b>Total Payment Amount</b>			31.26
PV200893-001	MENDES SUPPLY COMPANY 1030 W DEL NORTE ST EUREKA, CA 95501-0000	CUSTODIAL SUPPLIES	46.66
<b>Total Payment Amount</b>			312.52
PV200892-001	MERRILL, JONATHAN	MILEAGE	158.13
<b>Total Payment Amount</b>			46.66



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 2000050-0 AUDIT  
 Vendor  
 604 H ST  
 ARCATA, CA 95521-6342

Reference	Description	Amount
PV200894-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	36.50
PV200895-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	36.50
PV200896-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	52.34
PV200897-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	34.14
PV200898-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	52.34
PV200899-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	52.34
PV200900-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300	116.14
PV200901-001	PROPACIFIC FRESH CAFETERIA	75.33
<b>Total Payment Amount</b>		<b>158.13</b>
<b>Total Payment Amount</b>		<b>264.16</b>
<b>Total Payment Amount</b>		<b>116.14</b>



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 20000050-0 AUDIT  
 Vendor

Reference	Description	Amount
PV200902-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	123.66
PV200903-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	328.81
<b>Total Payment Amount</b>		
		527.80
PV200904-001	REVOLVING CASH FUND LOLETA UNION SCHOOL DISTRICT P.O. BOX 547 LOLETA, CA 95551-0547	10.00
<b>Total Payment Amount</b>		
		10.00
PV200905-001	SFS OF SCRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	414.22
<b>Total Payment Amount</b>		
		414.22
PV200906-001	SPURR PO BOX 45526 SAN FRANCISCO, CA 94145-0526	274.61
<b>Total Payment Amount</b>		
		274.61
PV200908-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	598.00
<b>Total Payment Amount</b>		
		274.61
PV200909-001	US BANK PO BOX 6335 COVID SUPPLIES	130.16





HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

Fiscal Year: 2020

28 Loleta Union

Transmittal Number: 2000050-0 AUDIT

Reference	Vendor	Description	Amount
PV200910-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	RADIO LICENSE	95.00
PV200911-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	GOOGLE CHROME LICENSE	104.00
PV200912-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	8TH GRADE SUPPLIES	328.53
PV200913-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	STAMPS	22.00
PV200915-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	HOTSPOTS	832.20
<b>Total Payment Amount</b>			
			2,109.89
PV200914-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108	JUNE CHARGES	1,324.40
<b>Total Payment Amount</b>			
			1,324.40
PV200907-001	WILDWOOD SAW 908 SOUTH FORTUNA BLVD. FORTUNA, CA 95540-0000	OIL	16.22
<b>Total Payment Amount</b>			
			16.22
<b>Transmittal Total</b>			
			5,959.08



HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

28 Lolita Union

Transmittal Number: 2000050-0 AUDIT

Fund Summary:	Fund 01	4,440.38
	Fund 13	1,518.70
	Grand Total:	10,578.39
Payment Count:	27	
Transmittal Count:	2	

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



# ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

## Report Cover Sheet

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT  
7/30/2020 12:44:41 PM  
28  
vpatrick  
2021

JULY BOARD MEETING

ALL  
07/30/2020  
21000001  
21000004  
ALL  
2021  
Vendor Name  
Board Description  
YES  
NO  
NO

## General Settings

Report Name  
Printed  
District  
Logon  
Fiscal Year

## Options

Report Title

## 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 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 2100001-0 AUDIT

Reference	Vendor	Description	Amount
PV21001-001	ADVANCED SECURITY SYSTEMS (C) 1336 FOURTH STREET EUREKA, CA 95501-0000	COMMERCIAL MONITORING	156.00
<b>Total Payment Amount</b>			
PV21002-001	CSBA MEMBERSHIP C/O WEST AMERICA BANK PO BOX 1450 SUISUN CITY, CA 94585-4450	MEMBERSHIP	1,939.00
PV21003-001	CSBA MEMBERSHIP C/O WEST AMERICA BANK PO BOX 1450 SUISUN CITY, CA 94585-4450	GAMUT	940.00
<b>Total Payment Amount</b>			
CL20001-001	EUREKA HUMB FIRE EXT (C) 1424 11TH ST ARCATA, CA 95521-0000	GENERAL MAINTENANCE	155.74
CL20002-001	EUREKA HUMB FIRE EXT (C) 1424 11TH ST ARCATA, CA 95521-0000	GENERAL MAINTENANCE	387.12
<b>Total Payment Amount</b>			
CL20003-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	SUPPLIES	39.61
<b>Total Payment Amount</b>			
CL20004-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300	JUNE CHARGES	1,413.30





HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 2100001-0 AUDIT

Total Payment Amount 1,413.30  
 Transmittal Total 5,030.77  
 Fund Summary: Fund 01 5,030.77

Transmittal Number: 2100002-0 AUDIT

Reference	Vendor	Description	Amount
CL200005-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	MAINTENANCE SUPPLIES	27.31
<b>Total Payment Amount</b>			
CL200006-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	WATER	8.00
<b>Total Payment Amount</b>			
CL200007-001	ECOLAB PO BOX 100512 PASADENA, CA 91189-0512	JUNE RENTAL	144.32
<b>Total Payment Amount</b>			
CL200008-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	MAINTENANCE SUPPLIES	52.21
CL200009-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	MAINTENANCE SUPPLIES	19.92
CL200010-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	MAINTENANCE SUPPLIES	19.90



HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2100002-0 AUDIT

Reference	Vendor	Description	Amount
PV210004-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	SUPPLIES	233.54
<b>Total Payment Amount</b>			
PV210005-001	LOLETA COMMUNITY SERVICES DIST P.O. BOX 236 LOLETA, CA 95551-0000	WATER BILL	222.07
<b>Total Payment Amount</b>			
CL200012-001	MENDES SUPPLY COMPANY 1030 W DEL NORTE ST EUREKA, CA 95501-0000	COVID SUPPLIES	483.79
PV210006-001	MENDES SUPPLY COMPANY 1030 W DEL NORTE ST EUREKA, CA 95501-0000	CUSTODIAL SUPPLIES	521.37
PV210007-001	MENDES SUPPLY COMPANY 1030 W DEL NORTE ST EUREKA, CA 95501-0000	CUSTODIAL SUPPLIES	283.96
<b>Total Payment Amount</b>			
PV210008-001	POWERSCHOOL GROUP LLC 150 PARKSHORE DRIVE FOLSOM, CA 95630	ANNUAL SERVICE	3,587.16
<b>Total Payment Amount</b>			
PV210009-001	PRESENCE LEARNING INC. PO BOX 743532 LOS ANGELES, CA 90074-3532	SLP	834.17
<b>Total Payment Amount</b>			
			834.17



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

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Transmittal Number: 2100002-0 AUDIT	Vendor	Description	Amount
Reference CL20013-001	RECOLOGY 965 RIVERWALK DR FORTUNA, CA 95540-8502	JUNE CHARGES	546.50
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			6,984.22

**Fund Summary:**

Fund 01	6,839.90
Fund 13	144.32

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210010-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	MAINTENANCE SUPPLIES	70.16
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			70.16

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210011-001	AIR TIGHT HEATING AND SHEET 2832 OLD STATE HWY FORTUNA, CA 95540-9589	SERVICES	145.30
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			145.30

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210012-001	AT&T LONG DISTANCE P.O. BOX 9011 CAROL STREAM, IL 60197-9011	JUNE CHARGES	166.87
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			166.87

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210013-001	BCC FUNDING X LLC P.O. BOX 844803 LOS ANGELES, CA 90084-4803	EQUIPMENT	199.04
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			199.04

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210021-001	CALIFORNIA DEPT OF TAX & FEE PO BOX 942879	SALES/USE TAX	385.00
<b>Total Payment Amount</b>			
<b>Transmittal Total</b>			385.00



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 2100003-0 AUDIT  
 Vendor  
 SACRAMENTO, CA 94279-3535

Reference	Description	Amount
CL200014-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	16.00
CL200014-002	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	8.00
CL200015-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	2.00
CL200015-002	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	2.00
CL200015-003	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	2.00
PV210014-001	FORBUSCO LUMBER COMPANY PO BOX 866 FORTUNA, CA 95540-0000	52.18
<b>Total Payment Amount</b>		<b>30.00</b>
PV210015-001	HAMMERS, WILLIAM LAWRENCE CARPET CLEANING	3,486.50
<b>Total Payment Amount</b>		<b>52.18</b>
<b>Total Payment Amount</b>		<b>3,486.50</b>





HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2100003-0 AUDIT

Reference	Vendor	Description	Amount
PV210022-001	HUMBOLDT COUNTY TREASURER 825 5TH ST RM 125 EUREKA, CA 95501-1107	PAYING AGENT FEE	320.00
PV210016-001	P G & E BOX 997300 SACRAMENTO, CA 95899-7300	JULY CHARGES	70.95
PV210017-001	SPURR PO BOX 45526 SAN FRANCISCO, CA 94145-0526	MONTHLY CHARGES	143.81
PV210019-001	STATE OF CALIFORNIA EMPLOYMENT DEVELOPMENT DEPT. P.O. BOX 2482 SACRAMENTO, CA 95812-2482	EDD QUARTER 2	143.87
PV210020-001	STATE OF CALIFORNIA EMPLOYMENT DEVELOPMENT DEPT. P.O. BOX 826276 SACRAMENTO, CA 94230-6276	SDI	1,462.30
		<b>Total Payment Amount</b>	<b>3,486.50</b>



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Transmittal Number: 2100003-0 AUDIT

Reference	Vendor	Description	Amount
CL200016-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	POSTAGE	94.70
CL200017-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	GRADUATION LEIS	542.50
CL200018-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	FOOD MANAGER TRAINING	159.00
CL200019-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	ENVELOP CLASP	48.10
CL200020-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	GRAD SIGNS	53.71
CL200021-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	GRAD PLAQUES	77.01
CM210001-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	VERIZON REFUND	(41.61)
PV210024-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	EDJOIN FEE	450.00
PV210025-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID SUPPLIES	51.68
PV210026-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID SUPPLIES	269.28



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 07/30/2020

JULY BOARD MEETING

28 Loleta Union

Transmittal Number: 2100003-0 AUDIT	Vendor	Description	Amount
PV210027-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	SUPPLIES	107.74
PV210028-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	SUPPLIES	34.46
PV210018-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108	JULY CHARGES	760.20
<b>Total Payment Amount</b>			<b>1,846.57</b>
<b>Transmittal Total</b>			<b>9,282.75</b>
<b>Fund Summary:</b>			
	<b>Fund 01</b>		<b>8,660.59</b>
	<b>Fund 13</b>		<b>622.16</b>
Transmittal Number: 2100004-0 AUDIT	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	COVID SUPPLIES	19.29
PV210029-001			
PV210030-001	AT&T LONG DISTANCE P.O. BOX 9011 CAROL STREAM, IL 60197-9011	JUNE CHARGES	254.50
<b>Total Payment Amount</b>			<b>19.29</b>
PV210031-001	FORBUSCO LUMBER COMPANY PO BOX 866	SUPPLIES	61.87
<b>Total Payment Amount</b>			<b>254.50</b>



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

JULY BOARD MEETING

Board of Trustees Meeting 07/30/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 2100004-0 AUDIT

Reference	Vendor	Description	Amount
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FORTUNA, CA 95540-0000

Total Payment Amount 61.87

INFINITY COMMUNICATIONS INC  
 PO BOX 999  
 BAKERSFIELD, CA 93302-0999

CONSULTING SERVICE 500.00

Total Payment Amount 500.00

MORAIS, DONNA  
 PO BOX 311  
 LOLETA, CA 95551-0311

TABLE AND CHAIRS 100.00

Total Payment Amount 100.00

Transmittal Total 935.66

Fund Summary: Fund 01 935.66

Payment Count: 31

Transmittal Count: 4

Grand Total: 22,233.40

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





Dear AR Community,

Welcome new students and families to the AR community, we are looking forward to learning with you! I hope you are all staying healthy as we navigate this complicated time. While the school year promises to be unique and challenging, I am confident it will also be filled with incredible student accomplishments and hope for a bright future.

It is apparent now more than ever that education is a joint effort and the AR team greatly appreciates the support you provide your students at home and at school to achieve their personal educational goals. We will support our students in advocating for themselves and invite their parents/guardians to communicate ideas, concerns, and needs to ensure their success. Please help us to identify barriers to learning that we may not be aware of and we will do our best to address. AR is proud to offer a rigorous academic program and encourage our students to pursue goals that they may have previously thought were just beyond their reach.

As has been true from the beginning of COVID-19, the public health landscape is changing daily. We are committed to remaining engaged with and informed by, current reliable guidance. We must focus on creating a culture of health, safety, and shared responsibility. There is not a single strategy that is sufficient to eliminate the risk of COVID-19 spread in our schools or community. In order for us to reopen on-campus learning, we need to embrace a health first mindset with all of us playing a role in school and our larger community. Thank you for bearing with us as we continue to adapt to our ever-changing circumstances.

At a special meeting held on July 28th, the Fortuna Union High School Board voted to approve AR's hybrid curriculum delivery module for reopening our campus learning. AR will begin Face to Face instruction on the CR campus beginning Wednesday, August 12th. Students will receive a notification soon regarding their assigned on-campus learning days and will be provided with distance learning for the remainder of the week. AR's daily schedule will change in order to accommodate student transportation and our teacher's distance learning responsibilities. Students will be released from on-campus learning, on their assigned days at 12:50 for lunch, the school bus will depart at 1:15. Students must leave campus as close to 1:15 as possible, as there will be no CR facilities available for students after that time. School lunches along with dine-out CR cafeteria service will be available during our lunch period. As previously mentioned, most 1st and 2nd years will be assigned a Monday/Tuesday or Wednesday/Thursday on-campus schedule, while 3rd and 4th-year students will primarily participate in on-campus learning on Fridays.

The AR staff has been preparing all summer for hybrid learning and complete remote learning if necessary. We look forward to establishing a new routine that supports providing the academic rigor our students thrive on. We recognize that in the face of so much change is an opportunity to rebuild our program and evaluate systems to more effectively meet the needs of all students. Our learning community is strong, experienced and committed to each other. I am confident that our passionate teachers will provide students with an incredibly enriching experience in this upcoming year.

I encourage you to familiarize yourself with the resources available on the AR website and to sign up to receive Daily Announcements. Of course, please feel free to contact me to discuss any concerns you might have throughout the upcoming school year.

Sincerely,

Ali

Alison Hodges, M.Ed.

Program Director

[ahodges@fuhsdistrict.net](mailto:ahodges@fuhsdistrict.net)



## New Student Orientation/Student Schedules

AR's Student Leadership Group, REBAR, is working to adapt their new student orientation to be delivered in a virtual model on August 11<sup>th</sup>. AR Staff is currently working on adapting the class schedule that was approved at a special board meeting on July 28<sup>th</sup>, and developing individual student schedules, which will be provided to students and their families next week.

## Pre-Registration for All Students

Registration packets will be mailed out to families due to current circumstances. On-campus registration can ONLY be accommodated by appointment. These forms must be completed at the beginning of each school year and are required of all students. Once the forms have been completed, you can submit them to the school one of the following ways:

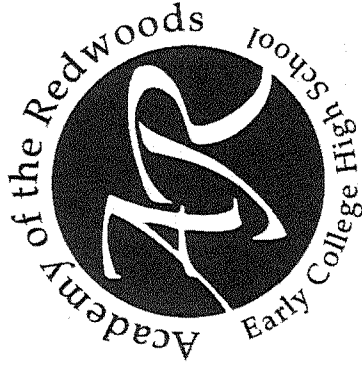
- Send digitally via email to [aroffice@fuhdsdistrict.net](mailto:aroffice@fuhdsdistrict.net)
- Fax completed forms to 707-476-4439
- Send via mail to AR at 7351 Tompkins Hill Road, Eureka, CA 95501
- Send with your student on their first assigned day of on-campus instruction
- Contact our office at 707-476-4203 to make an appointment.

## Chromebooks

Google Chromebooks will be issued to all new students. Chromebook insurance can be purchased in the Attendance Office with cash or check, or online at the following site: [gpo.worthavegroup.com/gpo/academyredwoods](http://gpo.worthavegroup.com/gpo/academyredwoods) 1 year of coverage costs \$27. Purchase of the insurance is strongly encouraged at the beginning of the school year, as students are responsible for any damage caused to their school issued chromebook, and uninsured repairs are costly. Students are also encouraged to purchase a protective case for their Chromebooks. Insurance covers accidental damage and theft. Chargers are considered accessories and are not covered by insurance. Replacement chargers can be purchased in the AR Office for \$20.

## Daily Announcements

Daily Announcements are posted on the AR website at [ar.fuhdsdistrict.org](http://ar.fuhdsdistrict.org) and our Facebook page at [facebook.com/academyoftheredwoods](https://facebook.com/academyoftheredwoods). You can subscribe via email to [sbroadstock@fuhdsdistrict.net](mailto:sbroadstock@fuhdsdistrict.net).



## AR Staff List

Program Director	Alison Hodges	<a href="mailto:ahodges@fuhdsdistrict.net">ahodges@fuhdsdistrict.net</a>
Administrative Assistant	Samantha Broadstock	<a href="mailto:sbroadstock@fuhdsdistrict.net">sbroadstock@fuhdsdistrict.net</a>
Counselor/Academic Advisor	Brooke Martin	<a href="mailto:bmartin@fuhdsdistrict.net">bmartin@fuhdsdistrict.net</a>
English	Gini Wozny	<a href="mailto:gwozny@fuhdsdistrict.net">gwozny@fuhdsdistrict.net</a>
Math	Alison Brewer	<a href="mailto:abrewer@fuhdsdistrict.net">abrewer@fuhdsdistrict.net</a>
History	Mike Chatfield	<a href="mailto:mchatfield@fuhdsdistrict.net">mchatfield@fuhdsdistrict.net</a>
Science/Math	Angeline Holtski	<a href="mailto:aholtski@fuhdsdistrict.net">aholtski@fuhdsdistrict.net</a>
Science/Math	Jacob Godinez	<a href="mailto:jgodinez@fuhdsdistrict.net">jgodinez@fuhdsdistrict.net</a>
Foundations/P.E.	Lynsey Adams	<a href="mailto:ladam@fuhdsdistrict.net">ladams@fuhdsdistrict.net</a>
Student Support Counselor	Ian MacKelvie	<a href="mailto:imackelvie@fuhdsdistrict.net">imackelvie@fuhdsdistrict.net</a>



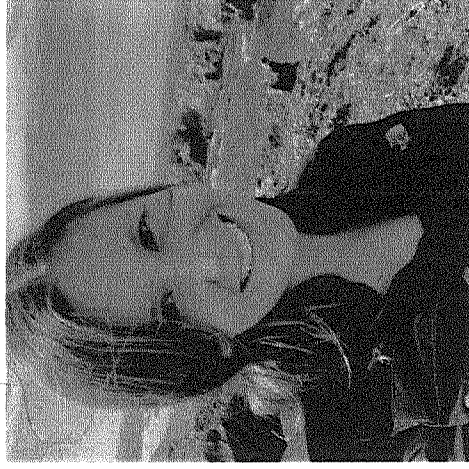
## AR Welcomes Counselor Brooke Martin

My name is Brooke Martin and I am thrilled to have the opportunity to serve as Counselor/Academic Advisor for Academy of the Redwoods!

Having been born in Fortuna and raised in Scotia, I am a Humboldt County native to my core. I am a graduate of Stanwood A. Murphy Elementary's class of 2003, Fortuna High's class of 2007 and Humboldt State University's class of 2012 with a BA in psychology and minors in anthropology and music. When I first graduated from high school and college, I did not have a strong sense of professional direction which led me to explore a number of fields including human resources, tutoring, office administration and management, fitness, insurance, law, and applied behavior analysis. One thing has remained constant throughout my professional life and that is my desire to help others. This realization led me to obtain my MSEd in School Counseling from Concordia University Wisconsin in 2019. For the 2019/2020 school year, I worked as the school counselor for South Fortuna Elementary and Fortuna Middle School, but I am so happy to return to work in the high school setting. As a school counselor, it is my goal to assist students in realizing the best versions of themselves in an ever-changing world.

A number of experiences and opportunities have allowed me to build my counseling career and counseling philosophy. I believe that all behavior, including thinking, happens for a reason; it is my job to assist students and their families in determining what need is being communicated through behavior and how I can support them in navigating those behaviors and needs to stay on track at school. In my previous positions, I have achieved this through a variety of modalities including classroom lessons as well as individual and group counseling that is geared toward career development, academic achievement, socioemotional behavior, and holistic health as needed. I primarily utilize frameworks rooted in Cognitive Behavior Therapy and Acceptance and Commitment Therapy as well as restorative, trauma informed practices. I hope to build on AR's commitment to instill the concepts of "Respect, Responsibility, Choice" in our students and prepare them for their futures.

In my free time, I enjoy traveling, camping, hiking, exploring our National Parks (I have a goal of visiting each one in my lifetime), CrossFit, taking care of my houseplants, and spending time with my loved ones (especially my dog, Cali).





## AR Community Health Expectations

- Stay home if you are sick.
- Prior to entering 1<sup>st</sup> period classroom, an AR staff person will administer a no-touch temperature check and verbal symptoms (including loss of taste and smell, upper respiratory distress) check of all students. Students who arrive after 8:30am must come through the office for evaluation and will be given a pass to class. Use of hand sanitizer of hand washing prior to entering the classroom.
- Wash hands frequently and regularly use hand sanitizer between hand washer.
- Wear masks with breaks built into the day.
- Physically distance to protect your health and the health of others.
- Staff will disinfect all high touch areas in classrooms between student groups. This includes desks, handrails, and doorknobs.

## CR District Health Expectations

- CR dining facility will allow takeout orders only, adhere to physical distancing requirements, and require the wearing of masks or face coverings. The dining facility will limit hours of operation but will work to accommodate the AR lunch schedule. (AR school lunches will be provided daily at the SSC)
- AR students will only have access to assigned campus areas and buildings. Not all CR buildings will be open during the fall semester.
- All students will be required to follow face-to-face expectations (i.e. covering a cough with a tissue or sleeve, maintaining physical distancing, wearing a facemask or face covering and washing their hands frequently) and health department guidelines.
- Require all faculty, staff, and students participating in activities on property controlled by the CR District to wear a cloth face-covering in accordance with state and federal recommendations while in contact with other members of the campus community, including inside District buildings and on College of the Redwoods grounds.

## AR Site Council

Are you interested in serving as a parent/guardian or student representative on AR's new Site Council? A school's Site Council is intended to be a decision-making body that represents all stakeholders of the school community. The Site Council works with school leadership to develop, monitor and revise the Single Plan for Student Achievement, including allocation of resources to support programs. Meetings will be held monthly via Zoom and will be subject to Brown Act requirements. This is an elected position, please volunteer to have your name on the ballot or nominate a worthy candidate. All individuals will be elected by their peers, so there will be a separate ballot for parent/guardians and students. To submit a name for this position, email [sbroadstock@fuhsdistrict.net](mailto:sbroadstock@fuhsdistrict.net).

## Suggested Supply List

- Backpack
- Chromebook Case
- Notebook for each class
- Pencils & Pens
- Graph Paper (Algebra 1 or 2)
- TI-83 Graphing Calculator for Algebra 1 or Geometry (can be rented from AR Office)
- Binder with 5-8 sections for class handouts
- Composition Book

Academy of the Redwoods  
7351 Tompkins Hill Road, Eureka CA 95501  
(707) 476-4203 Office - (707) 476-4439 Fax  
<http://ar.fuhsdistrict.org>  
Office Hours: M-F 8:00am-4:00pm





## Student Lunches

Students may bring a lunch to eat in their designated lunch location. The CR Cafeteria will be available for dine-out services. School lunches will be provided on a grab and go basis beginning at 12:50pm daily. If your student would like to request school lunch service on days they are not participating in on-campus learning, please email [ahodges@fuhsdistrict.net](mailto:ahodges@fuhsdistrict.net).

- Every student will receive a Application for Free & Reduced Meals in their Registration Packets. You can fill out the application provided, or complete it online at [family.titank12.com](http://family.titank12.com). Click on Meal Application, select California, and then Fortuna Union High School District. We ask that all families complete the application whether or not they plan on getting school lunch.

- Payments for school lunches need to be submitted to the AR School Office in the form of cash or check.

## Attendance Policy

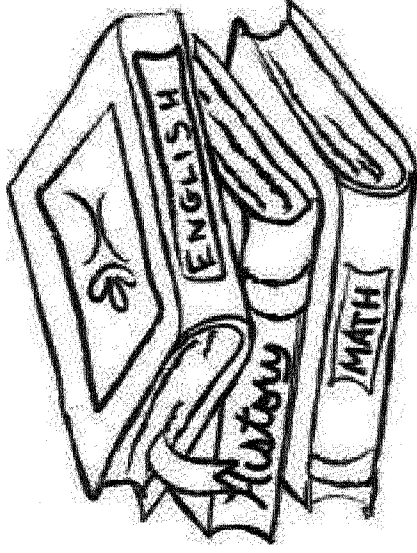
If your student is absent for any reason during any part of a school day, the Attendance Office must receive a phone call or a note from the parent or guardian. Absences for illness, medical appointments, bereavement or school-sponsored activities are excused. All other absences are unexcused. Calls or notes must include date, time, reason for the absence, and must be submitted to Samantha Broadstock in the Attendance Office at 707-476-4203. Any time a student arrives late or leaves early for any reason, they must check in / check out from the Attendance Office. If you are late, always check in at the office first before going to class.

## Lockers

Unfortunately, due to current circumstances, lockers will not be available to students during the fall semester. This includes lockers in the P.E. building.

## Student Parking

Student parking permits can be purchased online at [mycampuspermit.com/redwoods](http://mycampuspermit.com/redwoods). Login using your CR email address, pay via credit card, and you can print a temporary parking permit to use until an official one is mailed to you. Day passes are \$2 from any permit dispenser on campus. For parents or guardians who are simply dropping off or picking up their student, a parking pass is not necessary. Students must park in the general parking lot, and are not allowed to park in the lot by the SSC or the lot in front of the AR Office, as those lots are for staff and college students living in the dorms.



## Upcoming Important Dates

8/11:	New Student Virtual Orientation
8/12:	AR Fall Semester Begins FUHS District Board Meeting at 6:00pm
8/22:	CR Fall Semester begins
9/7:	Labor Day Holiday - NO SCHOOL
10/9:	End of Progress Period





Lisa Armstrong <larms@lola.org>

**Fwd: School Immunizations**

2 messages

Thu, Jul 30, 2020 at 11:10 AM

**Amy Rojo** <arojo@lola.org>  
To: Lisa Armstrong <larms@lola.org>

Are you receiving these emails?

----- Forwarded message -----  
From: **Collins, Suzanne T** <scollins@co.humboldt.ca.us>  
Date: Thu, Jul 30, 2020 at 10:57 AM

Subject: School Immunizations

To: arice@scoctaschool.org <arice@scoctaschool.org>, arjo@lola.org <arjo@lola.org>, amattock@pacficvlewcharter.com <amatlock@pacficvlewcharter.com>, apolansky@hvidesvilleschool.org <apolansky@hvidesvilleschool.org>, office@biglagoon.org <office@biglagoon.org>, bwylie@fuentenueva.org <bwylie@fuentenueva.org>, coastalgrove@coastalgrove.org <coastalgrove@coastalgrove.org>, admin@biglagoon.org <admin@biglagoon.org>, lauretree@yahoo.com <lauretree\_l@yahoo.com>, jblakey@bridgellvilleschool.org <jblakey@bridgellvilleschool.org>, ccirce@kneeland.sdsd.com <ccirce@kneeland.sdsd.org>, esther@redwoodmontessori.org <esther@redwoodmontessori.org>, faith@sohumusd.com <faith@sohumusd.com>, gdillard@ridellschools.net <gdillard@ridellschools.net>, sappfor@greenpoint.sdsd.org <sappfor@greenpoint.sdsd.org>, japaroma@arcatas.sdsd.org <japaroma@arcatas.sdsd.org>, jbaker@cuttens.sdsd.org <jbaker@cuttens.sdsd.org>, jkelly@cuddedbackschools.org <jkelly@cuddedbackschools.org>, kroberts@jcsk8.org <kroberts@jcsk8.org>, kblair@gartfieldschools.org <kblair@gartfieldschools.org>, krmill@femdalek12.org <krmill@femdalek12.org>, campbell@mattolevalley.org <campbell@mattolevalley.org>, lacorn@pacficunionschool.org <lacorn@pacficunionschool.org>, trilliumcs@gmail.com <trilliumcs@gmail.com>, mschroeder@orickschool.org <mschroeder@orickschool.org>, mvinnum@mckusd.org <mvinnum@mckusd.org>, harrismicalyn@eurkacacyschools.org <harrismicalyn@eurkacacyschools.org>, mbazemore@northcoastprep.org <mbazemore@northcoastprep.org>, office.unionstreet@gmail.com <office.unionstreet@gmail.com>, rwillkinson@fuhdsdistrict.net <rwillkinson@fuhdsdistrict.net>, rkennedy@nucharters.org <rkennedy@nucharters.org>, officemanager@peninsulasd.org <officemanager@peninsulasd.org>, tim.warner@aldergrovecharter.org <tim.warner@aldergrovecharter.org>, tim.warner@aldergrovecharter.org <tim.warner@aldergrovecharter.org>, smintey@freshwatersd.org <smintey@freshwatersd.org>, srdford@southbayusd.org <srdford@southbayusd.org>, tpres@nohum.k12.ca.us <tpres@nohum.k12.ca.us>, tmcdermond@bluelakesschool.org <tmcdermond@bluelakesschool.org>, TSalasMeza@HCOE.org <TSalasMeza@HCOE.org>, tbrown@redwoodprep.org <tbrown@redwoodprep.org>, trinidad@nohum.k12.ca.us <trinidad@nohum.k12.ca.us>, tcsineros@kijusd.k12.ca.us <tcsineros@kijusd.k12.ca.us>, victorine@fortunaesd.com <victorine@fortunaesd.com>, worlandi@maplecreekschool.org <worlandi@maplecreekschool.org>

Good morning, I would like to introduce myself as the new Immunization Coordinator for Humboldt County, attempting to fill the big shoes left by Rachel Allen. My name is Suzanne Collins and I grew up in Humboldt County, receiving my nursing degree from Humboldt almost a decade ago. I am not only new to the world of immunizations but also to the county as I have previously worked in the hospital setting. I may not immediately know the answer to any questions you may have but I will make sure I use my best resources and get back to you in a timely manner.

It is my understanding that you are the best contacts for your school regarding immunizations. I am learning the reporting process as well as staying up to date with laws and requirements. I have been closely monitoring the Shots for Schools website for any changes and as of 7/20/20 the previous requirements remain in effect for all schools, whether instruction is in-person or distance learning. I will promptly notify you if there are any changes.



I am also reaching out to discuss the need for Back To School immunizations. Obviously Covid has changed the way healthcare is delivered and childhood immunizations rapidly declined in March and April. Providers have had to scramble to provide safe practices which often include outdoor immunizations to reduce the risk of Covid transmission for well-child visits and these practices have started bringing immunization rates back up. Here at public health we had our clinic closed temporarily, opened back up on a limited basis and are now closing it back down due to staff redirection to Covid response and reducing risk of Covid transmission to the public health nurses who work in the clinic building. Therefore we will not be offering traditional Back To School immunization clinics as in previous years. I am currently discussing the reality of mobile clinics at certain schools with HCOE but this will take time and infrastructure to put in place and would probably not come to fruition until the end of August.

I am hoping you can provide me with information to help discern if mobile clinics are actually needed and if so, at what schools.

Can you please let me know how your Fall enrollment immunization status is looking right now? Also if there are children who need IZ are you aware of any barriers to them receiving care? Numbers are great if you have them (ie: 5 kindergarteners need IZ) or just a quantifying assessment (ie: most are vaccinated, no barriers). I understand everyone has A LOT on their plate right now so even a guess would help us in our decisions.

Thank you and please feel free to reach out with any questions/issues may have. I look forward to collaborating with you.

Suz

Suzanne Collins, RN, PHN

Immunization Coordinator, Public Health Clinic

California Lead Poisoning Prevention Program Case Management

\*CURRENTLY WORKING WEDNESDAYS THROUGH SATURDAYS\*

cell (707) 273-8587

desk (707) 268-2155

fax (707) 445-6091

scollins@co.humboldt.ca.us





For more information about our programs, please visit:  
Public Health | Humboldt County, CA - Official Website

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Thank you,  
Amy Rojo

District Secretary  
Lolita Elementary  
700 Lolita Dr.  
Lolita, CA 95551  
(707)733-5705  
Fax: (707)733-5367

"Sometimes you will never know the value of a moment until it becomes a memory."

-THEODOR SEUSS GEISEL

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**Lisa Armstrong** <larmstrong@lolita.org>  
To: Amy Rojo <arojo@lolita.org>  
No, so thank you for forwarding it.  
[Quoted text hidden]

Thu, Jul 30, 2020 at 11:12 AM







CHRIS N. HARTLEY, Ed.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.hcoe.org

May 18, 2020

## MEMORANDUM

To: District Superintendents and Business Managers

From: Corey Weber, Director of Fiscal Services *CW*

**SUBJECT: EDUCATION PROTECTION ACCOUNT (EPA) PROJECTIONS**

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the moneys received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs. We have enclosed a sample resolution that your district may utilize to fulfill the spending determinations requirement. There is also a requirement that districts must annually post on its website an accounting of how much money was received from EPA and how that money was spent.

**For 2020-2021, please plan on including the requirement for a public hearing and board action as part of your June board meeting. Thus both the budget and EPA need to be listed as a public hearing item on your agenda, with separate actions for the adoption of each. The projected 2020-2021 EPA revenue can be found on the "EPA" tab of the LCFE Calculator. The spending plan should be approved by the Board at the same time the budget is adopted, but as an action separate from the actions taken to adopt the budget.**

For your convenience, we have included a sample format in Excel that can be used for meeting this requirement, **as well as the requirement to post the final use of EPA funds for 2019-2020 once the fiscal year is closed.** The sample exhibit mirrors the Program by Resource Report from the CDE's Standardized Account Code Structure (SACS) software. Please note that in the sample exhibit, expenditures are displayed by function code and not by object code.

If you have any questions or concerns about EPA reporting requirements, please call me at (707) 445-7066.

CW:hg

Attachments



2019-2020 Education Protection Account  
 Program by Resource Report  
 Expenditures by Function- Detail (Loleta)

**Actual Expenditures for the period of July 1, 2019 through June 30, 2020**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object:	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Beginning Balance	8999	0.00
Revenue Limit Source	8012	97,171.00
Revenue Limit Source-Prior Year	8019	1,400.00
Other Local Revenue	8600-8799	0.00
<b>TOTAL AVAILABLE</b>		<b>98,571.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Instruction	Functions: 1000-1999	98,571.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>98,571.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

N:\BUSINESS & ADMINISTRATIVE SERVICES\FISCAL SERVICES\Administration Share\Tickler\2019-20



**REDWOOD PREPARATORY CHARTER SCHOOL  
LOLETA SCHOOL DISTRICT**

**FINANCIAL SERVICES AGREEMENT  
2020-2021 SCHOOL YEAR**

**THIS AGREEMENT** is made and entered into by and between the LOLETA SCHOOL DISTRICT ("LOLETA SD"), at its Board of Trustees meeting on \_\_\_\_\_, and the REDWOOD PREPARATORY CHARTER SCHOOL ("RPC"), at its Board of Trustees meeting on \_\_\_\_\_.

LOLETA SD and RPC hereby agree as follows:

1. **Description of Services:** RPC agrees to provide the following services to LOLETA SD:
  - A. Budget Monitoring
  - B. Budget Development
  - C. Business/Financial Technical Assistance
  - D. Recommendations regarding budget issues
  - E. Year-End Closing
  - F. Revolving Cash Reconciliation
  
2. **Compensation:** As full compensation for all services contemplated by this Agreement, LOLETA SD shall pay RPC shall receive \$37,741 per year, subject to the following:
  - A. Upon such notice, LOLETA SD shall, no later than April 1, give RPC written notice of whether it desires to continue to receive services for the subsequent school year at the proposed amount or to terminate this Agreement effective June 30 of the current school year.
  - B. This agreement may be terminated at any time by either party upon ninety (90) days prior written notice. Any notice of termination shall be transmitted via hand delivery, facsimile or U.S. mail.
  
3. **Term of Agreement:** The term of this Agreement shall be for the 2020-2021 school year, subject to Section 2 above.
  
4. **Additional Conditions:**
  - A. While providing services under this Agreement, RPC is an independent contractor and not an officer, agent, or employee of LOLETA SD. RPC shall not perform any services otherwise provided for under this Agreement if specifically not requested to do so by LOLETA SD, nor interfere with the policy-making functions of LOLETA SD unless expressly requested to do so. The parties also understand that some of the services to be performed under this Agreement may require additional express written authorization from LOLETA SD and will not be performed unless and until such authorization is given.

REDWOOD PREPARATORY CHARTER SCHOOL



**LOLETA SCHOOL DISTRICT  
FINANCIAL AND PAYROLL SERVICES AGREEMENT  
2019-2020 SCHOOL YEAR  
page 3**

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement on the days and year first written above.

**FOR:**

**FOR:**

**LOLETA SCHOOL DISTRICT**

**REDWOOD PREPARATORY CHARTER**

\_\_\_\_\_  
**President, Board of Trustees**

\_\_\_\_\_  
**Racheal Henry, President, Board of Trustees**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
**Autumn Chapman, Superintendent**

\_\_\_\_\_  
**Krista Croteau, Superintendent**

Date: \_\_\_\_\_

Date: \_\_\_\_\_



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