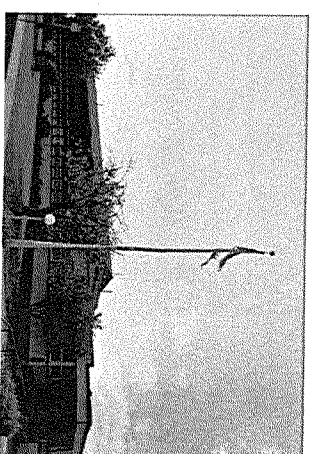


LOLETA UNION SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Date: 8.13.2020

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 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 July 30, 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 Superintendent's Report

4.2 First read LES Parent/Student Handbook

5.0 Action Items

5.1 Approval of Warrants

5.2 Purchase of laptops for Office, 2 Teachers (total 3)

5.3. Policy Approvals

5.3.1 Youth Suicide Prevention Policy.docx

5.3.2 Bullying Prevention and Intervention Policy.docx

5.4 HERC Contract annual renewal

5.5 Purchase of 50 chromebooks to assure equity and bring the school to 1:1 computers: students. Using Federal Funds for Covid.

5.6 Job descriptions.

5.6.1 Business Services Clerk

5.6.2 Office Secretary

5.6.3 Receptionist

5.6.4 Confidential Secretary

5.7 Con-Ap approval

5.8 45 Day Revise

5.9 Possible modification of Distance Learning Plan.

6.0 CLOSED SESSION

6.1 Superintendent's evaluation

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

8.0 FUTURE AGENDA ITEM

9.0 ANNOUNCEMENTS

**LOLETA UNION SCHOOL DISTRICT BOARD
OF TRUSTEES MEETING AGENDA** Date: 7.30.20

Time: 5:30 PM 5:45pm 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 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 KB, JS, GS, CP - AB
ABSENT 2.0 CONSENT CALENDAR

2.1 Approval of the Board Minutes from the June 25, 2020 Board Meeting. KB MOTIONED, CP 2ND ALL IN FAVOR 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. TEACHERS VOICED POSITIVES AND NEGATIVES ABOUT RETURNING TO SCHOOL **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 KB MOTIONED, GS 2ND ALL IN FAVOR MOTION PASSED

5.2 Williams Report on Uniform Complaints (April 1-June 30, 2020) JS MOTIONED, KB 2ND ALL IN FAVOR MOTION PASSED

5.3 Presentation of Reopening Plans with possible Board Approval for school reopening 8/20/2020 GS MOTIONED, CP 2ND, ALL IN FAVOR - MOTION PASSED. WILL BE DISTANT LEARNING, REVISIT THE PLAN IN 6 WEEKS.

5.4 Final CSI report 2019 -2020 CP MOTIONED, GS 2ND ALL IN FAVOR, MOTION PASSED 5.5 Negotiated Job Descriptions POSTPONED UNTIL NEXT BOARD MEETING ON 08/13/2020. JS MOTIONED, GS 2ND ALL IN FAVOR TO POSTPONE

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 JS MOTIONED, KB 2ND ALL IN FAVOR MOTIONED PASSED

5.7 Approval of Resignation letters: KB MOTIONED, GS 2ND, ALL IN FAVOR MOTION PASSED
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 - 08/13/2020, 9/10 & 9/24 (Please have all packets ready the Monday before the Thursday board meeting)

5.9 Approval of Board Policies:

5.9.1 Youth Suicide Prevention Policy.docx POSTPONED UNTIL 8/13/2020 GS MOTIONED
JS 2ND ALL IN FAVOR - MOTION PASSED

5.9.2 Bullying Prevention and Intervention Policy.docx (POSTPONED UNTIL
8/13/2020 GS MOTIONED, KB 2ND ALL IN FAVOR - MOTION PASSED)

5.9.3 Loleta School PBIS Discipline Flow Chart.docx.pdf GS MOTIONED, KB 2ND ALL
IN FAVOR (MOTION PASSED)

5.10 MOU for Tiara Brown to take over Business Services GS MOTIONED, JS 2ND, ALL IN FAVOR,
MOTION PASSED

5.11 Approval of Warrants JS MOTIONED, KB2ND, ALL IN FAVOR -

MOTION PASSED 6.0 CLOSED SESSION BEGAN @ 7:31PM

6.1

Personnel

6.1.1 Superintendent's Evaluation final NO ACTION TAKEN , KB MOTIONED , JS 2ND ALL IN
FAVOR 6.2 Negotiations update 7:53 PM CLOSED SESSION ENDED 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

John Simmons

Autumn Chapman

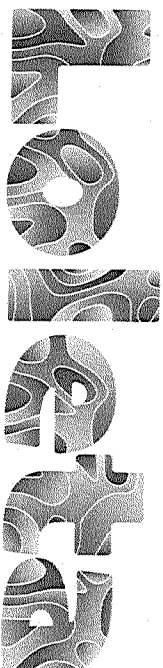
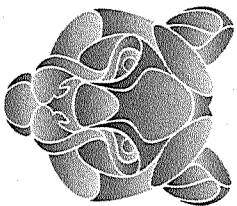
Superintendent's Report 05/14/20

The School- Covid 19

- The entire staff is working hard getting ready to open school. Our Reopening Work group has become an invaluable resource for discussion and problem solving in this new world in which we find ourselves. We have come to decisions on curriculum, worked out the 3 school reopening plans and are currently working to develop calendars for student and family access. We have been meeting once to twice a week for the last 6 week. Thanks to our community and Board members who have also been able to join us namely, Sal Steinberg, John Simmons, Kirsten Boyce and Josefina Cortez. A big thank you goes to Cindy Long, our cafeteria manager who is working diligently to make sure she has a plan figured out to feed our students in the coming weeks when things keep changing by the day!
- Please welcome Daphne Osell who will be our new 7-8th grade teacher! She is coming to us from the South and brings a huge amount of experience and enthusiasm to our school. She loves to integrate art and do project based learning in her classes. She can communicate in Spanish and has taught online courses to students at the Community College Level.
- Please also welcome Tiara Zahler who is our new LEAP Director! She brings the love of dance and great project skills to our program. Once we get students back on campus, we will be running ASES from 8 -1:30!
- Sara McLennon and Ana Maria Diaz Santillan are our new outreach coordinators for our families and run the Zen Den as well as the Sensory Room! They have both been at the school for awhile in different capacities and it is such a pleasure to have them here to support our efforts!
- We are currently hiring a new SDC teacher and we will share more news as it comes.
- Beginning Wednesday 8.12.2020 we will begin delivering technology to students with a completion date being Wednesday 8.19.2020. We gave out technology to provide access for every family last spring ensuring that everyone would be able to share within families. With the Covid 19 funds from the Federal government we will be able to purchase enough chromebooks for every student to have their own. Our plan is evolving into giving students chromebooks as kindergarteners and keeping them through their time at Loleta to promote a culture of equity and technology as a tool for school.
- The essential staff and some volunteers continue to address issues at the school. Thank you Janice for your work on the library! Thank you Michelle Rodriguez and Jessica Chapman for your work on the bulletin boards!, Thank you Cas for your work painting, fixing and power washing! Thank you Dan for your landscaping work, green house and gardening! Thank you Lisa for your cleaning and reorganizing! The summer crew has been invaluable.
- A special thanks goes to the teachers who have been working through their summer to make sure we will be ready for our children! Thank you Heather for your organizing on google docs to record the teacher's voices! A big thank you Sandy who with the help of the Stakeholder's committee has finally finished the work on the Parent/Student Handbook!

Superintendent's Report 05/14/20

- You all have given us so much of your love and support to bring Loleia into a new era of great things!!!!
- Thank you Board for your support and time!



Union Elementary School District

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

August 13, 2020 Board Meeting

Please be advised the following items 5. 7, 5.8, 5.9 will be added to the board packet as more information is acquired. The agenda is posted at the school, the post office, google drive and on the school webpage,

Loletaschool.org

Scanned board packet's are now available at the webpage, and upon request. If anyone would like to have a printed board packet please contact Lisa Armstrong at larmstrong@loleta.org to have that printed and ready Tuesday afternoon at 4:00pm in the school office.

Thank you,
The Loleta Team

Loleta Union School District
Board of Trustees
Setting Direction Workshop Notes
August 8, 2019

Meeting Norms

- Do not talk over each other – Listen.
- Ask for opinion; check for understanding
- Be open to differences of opinion
- Clarify perspectives before moving on to next topic
- Build consensus for clarity regarding next steps

Our Vision:

The Vision of the Loleta Union School District is to:

provide a safe environment that educates all students for future success.

Our Mission:

The mission of the Loleta Union School District is to provide for all an engaging learning environment to:

- Produce high school ready students
- Promote critical thinking
- Develop good citizens
- Foster problem solving for students with rigorous curriculum
- Offer enriching learning experiences

OUR MISSION AND VISION

In preparation for the development of the district vision and mission statement, the Loleta Governance Team participated in an activity describing the knowledge, attributes and skills that future Loleta Union School District graduates should possess. The participants were broken into two groups for this activity. The thoughts of each group are listed below; the similarities were noted and those most preferred by team are ranked.

Aspirations for our students:

Each of our future graduates should...

Each student should "BE":

- Good citizen (3)
- Confident knowledge/ability for high school (2)
- Socially ready for high school (2)
- Empathy for others (2)
- Engaged (1)
- Able to listen and advocate for self (1)
- Proud to be from Loleta (1)
- Cared for
- Able to create/have a four year plan

Each student should "HAVE":

- Critical thinking and problem solving skills (5)
- Understanding of what it means to be kind, humble, generous and thankful (3)
- Common courtesy/respect for others (2)
- Exposure to electives/extras (1)
- Proficiency in basic math and language skills
- Clear understanding of high school expectations
- Skills to research, write and perform in the new world
- Skills in "how to" learn
- Career education readiness

LOLETA ELEMENTARY SCHOOL

Parent/Student Handbook



2020-2021

LOLETA ELEMENTARY SCHOOL COUGARS ARE

SAFE
RESPONSIBLE
RESPECTFUL

P.O. Box 547
700 Loleta Drive
Loleta, CA 955510547

Telephone: (707) 7335705
Fax: (707) 733-5367
Website: www.loletaschool.org

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 Asbestos Information (A.H.E.R.A)

LOLETA UNION SCHOOL DISTRICT

SCHOOL BOARD OF TRUSTEES

TRUSTEE	TERM ENDS	CONTACT INFO
Glenn Shewry	December 2020	gshewry@hrcllc.com
John Simmons	December 2020	iesx1955@gmail.com
Christina Perez	December 2020	cperez@ferndalek12.org
Amanda Benson	December 2022	abenson0122@gmail.com
Kirsten Boyce	December 2022	kirstenboyce3@gmail.com

*Meetings are held the second Thursday of each month at 5:30 p.m.
 in Room 2 at Loleta Elementary School.*

LOLETA SCHOOL STAFF

ADMINISTRATIVE:

Autumn Chapman Superintendent/Principal
 Amy Rojo Business Services Clerk
 Lisa Armstrong Confidential/ District Secretary

CERTIFICATED:

Dawnine Dolf Teacher Grades TK and Kindergarten
 Kurt Rasmussen Teacher Grades 1/2
 Sarah Strehlow Teacher Grades 3/4
 Heather Nyberg Teacher Grades 5/6
 Daphne Osell Teacher Grade 7/8
 Candice Russ English Language Acquisition/Spanish Teacher
 Monica Robles Resource Specialist Teacher
 Sandy Radic-Oshiro Behavior Intervention Specialist and School Climate Director

CLASSIFIED:

Cas Austrus Physical Maintenance/ Custodian
 Dan Ruggles Bus Driver/Assistant Gardener Community Outreach
 Cindy Long Cafeteria Manager / Cook

Patricia Collins	Kitchen Assistant
Luz Espinosa	Instructional Assistant
Adrienne Livingston	Special Circumstance Instructional Assistant
Kayleen Clifton	Special Circumstance Instructional Assistant
Cathy Nelson	Special Circumstance Instructional Assistant
Alynda Lindley	Special Circumstance Instructional Assistant
Tiffany Anglin	Special Circumstance Instructional Assistant
Sara McClellan	Student Support Coordinator
Tiara Zahler	LEAP After School Program Director

LOLETA COMMUNITY RESOURCE CENTER:

Marcelina Mejia de Castillo Director

VISION AND MISSION STATEMENT

Our Vision:

Our Mission:

SCHOOL POLICIES & PROCEDURES

ADMISSION & REGISTRATION

Visit the school office to register students. If transferring in from another school, a Release of Information will be sent to complete the exchange of school cumulative records. Please provide the school office with a copy of any recent immunizations or boosters that we may use to update our records. The county nurse reviews student records to ensure compliance.

CHANGE OF FAMILY INFORMATION

It is important for the office to maintain each student's current physical address, mailing address, telephone and emergency information record at the school office. Parents are required to notify the school immediately if you have a change of address, telephone number or change of the individuals listed as emergency contacts for your child(ren). If there are any official court orders that restrict access to your child(ren), parents are required to notify the office immediately and provide copies to the office. This will ensure the safety of your change of child(ren) and indicate who can legally pick them up from school.

IMMUNIZATIONS

School Entry Requirements

Students entering school must show proof of the following immunizations:

Students Entering Kindergarten

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

Students Entering Grade Seven

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

All students from out of state must show proof of varicella (chickenpox) immunization.

<https://www.cde.ca.gov/ls/he/hn/cefinmunization.asp>

WHY YOUR CHILD NEEDS SHOTS:

The California School Immunization Law requires that children be up-to-date on their immunizations (shots) to attend school. Diseases like measles and whooping cough (pertussis) spread quickly, so children need to be protected before they enter. California schools are required

to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten through 12th grades and all 7th graders before entry.

WHAT YOU WILL NEED AT REGISTRATION:

Bring your child's Immunization Record. You cannot register without it. The Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

Children are exempt from immunization requirements only if a parent or guardian submits a written statement from a licensed physician (M.D. or D.O.) which states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary.

CLOSED CAMPUS INFORMATION

Loleia School is a closed campus and visitors need to check in at the office during school hours. Parents or guardians must sign children out in the office if they are leaving during school hours. Children will only be released to individuals listed on the emergency information card or who have a note from the parent/guardian. We may ask individuals to show identification when picking up a child, if we are not familiar with your name. Parents are required to notify the school immediately if you have a change of address, telephone number or change of the individuals listed as emergency contacts for your child(ren).

OFFICE HOURS

School office hours are Monday through Fridays, 7:45am to 4:30pm.

ARRIVAL AND DEPARTURE

Students should not arrive prior to 7:45 a.m. Students must go directly to the cafeteria.

Breakfast will be served from 7:55 – 8:25am. During rainy-day recess (before school), students are expected to go into the cafeteria and then follow the directions of teacher/staff of where they should go before school officially starts.

Following dismissal from school, students should proceed immediately for home unless participating in the Loleia Elementary After School (LEAP) program or sports.

CLASS & BELL SCHEDULE (Subject to change due to COVID 19 safety regulations)

Teachers are at school from 8:00am to 3:30pm unless participating in district activities. On regular days, school begins promptly at 8:30am and ends at 3:00pm for all students, except for TK/K ending at 1:30 pm.

7:55 - 8:25	Breakfast Service in Cafeteria
8:30	School Begins
10:00 - 10:15	Kindergarten -3 rd Grade Recess
10:15 - 10:30	4 th - 8 th Grade Recess
11:40-12:10	TK/Kindergarten Lunch /Recess
11:55-12:25	1 st - 4 th Grade Lunch/Recess
12:05 12:35	5 th - 7 th Grade Recess
12:30-1:05	8 th Grade Lunch/Recess
3:00	Dismissal
3:10	Bus leaves school for the first run to Table Bluff and Cannibal Island

4:00

Bus picks up for the second run to Bear River

*Subject to change***CALENDAR**

The School Calendar is 182 days and is approved yearly by the school board.

Loleta Union Elementary 2020-2021 Calendar

School Month	Mon	Tues	Wed	Thurs	Fri	Week/ Days Taught	184 work reporting days.
August 24 to September 18	17 24 31	(16) 25 1	(19) 26 2	20 27 3	21 28 4	2 5 5	Staff Duty Day Students start August 20
FIRST MONTH	14	15	16	17	18	21	Labor Day - September 7
September 21 to October 16	21 28	22 29	23 30	24 1	25 2	20	
SECOND MONTH	12	13	14	15	16	20	
October 19 to November 13	19 26	20 27	21 28	22 29	23 30	23	November 2-minimum day
THIRD MONTH	9 (2)	10 3	11 4	12 5	13 6	19	Veterans' Day Observed - Nov 11
November 16 To	(16) 23	(17) 24	(18) 25	(19) 26	(20) 27		Conference Week: Nov 16-20 Early release. Thanksgiving Holiday Week 23-27
December 11 FOURTH MONTH	30 7	1 8	2 9	3 10	4 11	15	
December 14 To	14	15	16	17	(18)		Half day Dec 18 Winter Break - Dec 21 - Jan 1
January 22 FIFTH MONTH	11 18	12 19	13 20	14 21	15 22	19	M.L.K. Day - January 18
January 25 To February 19	25 1 8	26 2 9	27 3 10	28 4 11	29 5 12	29	
SIXTH MONTH	15	16	17	18	19	15	President's Week - Feb. 15-19
February 22 to March 19	22 1 8	23 2 9	24 3 10	25 4 11	26 5 12		Conference Week: March 15-19 Early release
SEVENTH MONTH	(15)	(16)	(17)	(18)	(19)	20	
March 22 To April 16	23 29 5	23 30 6	24 31 7	25 1 8	26 2 9	25	Half day April 9 Spring Break - April 12-15
EIGHTH MONTH	12	13	14	15	16	15	
April 19 To May 14	19 26 3	20 27 4	21 28 5	22 29 6	23 30 7	23	
NINTH MONTH	10	11	12	13	14	20	
May 17 to June 11	17 24	18 24	19 26	20 27	21 (28)		Planned emergency day: May 28 Memorial Day - May 31
TENTH MONTH	31 7	1 8	2 9	3 10	4 11	18	Last day for students June 11-minimum day
						182	

Early Release Days: All students are dismissed at 1:30 p.m. on Early Release Days. Early Release Days include the following: each Wednesday, specific days during Parent Conference Week and the last day of school.

VISITORS

To ensure the safety of students and staff and avoid potential disruptions, all visitors must register immediately in the office upon entering campus and obtain a visitor nametag. Regular volunteers must have appropriate paperwork on file. To ensure minimum disruption of the instructional program, visits during school hours should be first arranged with the teacher and principal (or designee). If a conference is desired, an appointment should be set with the teacher during non-instructional time.

No electronic listening or recording devices may be used by students or visitors in a classroom without the teacher and principal's permission (Ed Code 51522).

VOLUNTEERS

We need you! Volunteers add richness and much needed help for our school. We can always use volunteers in a classroom, the library, on field trips, special projects, etc. If interested, please contact the office and complete a volunteer packet. Long term volunteers will need to get a Live Scan through law enforcement as part of the volunteer packet.

ATTENDANCE PROCEDURES AND LAWS

Daily attendance is a critical part of a student's education. According to state law, parents are responsible for punctual and regular attendance of their children. If your student is absent, parents are asked to call the school office the morning of the absence or bring a parent/guardian signed note on the day they return to school. The note should state:

- Students first and last name
- Reason for absence
- Date(s) of absence
- Parent/guardian signature

A. TARDY:

If a student is late to school, he/she should check in at the office. When possible, a note should be sent with the student listing the same information as for an absence. The tardy will be either unexcused or excused depending on the same classification as absences.

B. EXCUSED ABSENCES:

- a. Illness or injury
- b. Doctor/dentist appointments
- c. Funeral of immediate family member

Students are required to make up all work when they are absent. When a student is ill, current assignments may be obtained by calling the office in the morning. Please call the office before noon to allow the teachers to prepare work by the end of the school day for your pickup in the office.

C. UNEXCUSED ABSENCES:

Any other reason not stated above. Students are required to make up all missed work when they are absent.

ABSENCES

When a student absolutely must be away from school for five (5) or more days without one of the valid excuses listed above as stated in the Educational Code, an Independent Study Form may be used. Parent/guardian is required to notify the office one week prior to the planned absence. It is required that the form be signed by the student, parent, and teacher before the days of absence. Use of the form is limited and without an Independent Study Contract, days of absences are days of truancy.

After five (5) unexcused absences, the school is required to send out a truancy letter to the parents. This begins the Student Accountability Review Board (SARB) process. If a student has three unexcused absences, law requires the school to send a Letter of Truancy. Continued truancy may result in the following:

- Home visits made by a Loleta Elementary School employee.
- Mandatory conference with student, parent, and school staff.
- Student Success Team meeting.

- Second or third Letters of Truancy.
- Referral to the School Attendance Review Board (SARB). SARB may refer a student to the District Attorney if chronic truancy continues and there is no progress on student's attendance. This step occurs in only extreme cases.
- Referral to Truancy Court.

LOST AND FOUND

If your child loses anything of value, check the lost and found clothes rack or inquire at the school office. Items not claimed are donated to a local charity at the end of the school year. It is recommended to mark any outerwear or personal items with your child's name for easy identification. Students' who bring items of value to school, do so at their own risk and the school assumes no responsibility for loss or damage.

SCHOOL PICTURES

Individual and classroom pictures are taken in the fall of each school year. Watch for picture packet information to be distributed during September. All students are photographed for the school record.

STUDENT BIRTHDAYS

If a parent/guardian wishes to recognize their child's birthday, they should make arrangements in advance with their child's homeroom teacher. Deliveries (balloons, flowers, or presents) are not recommended, and will remain in office until the end of the school day. Students may pick-up these items after school. Parents may bring in celebratory food to celebrate their child's birthday when arranged with the teacher.

AFTER SCHOOL INVITES

If your child is going to a friend's house after school they need to bring in a note indicating where they are going. This is especially important for our bus riders. In addition, no "walkers" will be allowed on the school bus without prior notice to the office.

FACILITIES & AFTERHOUR USAGE

At Loleta Elementary School, the multipurpose room and school grounds are available for afterhour usage by community organizations or private groups with the proper insurance coverage. Application forms are available at the school office. There is a usage fee charged, based on the number of hours and frequency of use. Alcoholic beverages, tobacco, and drugs are prohibited on school grounds or in school buildings for all afterhour events. Contact the school office for more information.

GRADES

Students in grades 5th-8th receive "grades" based on work in each class/subject based on criteria established by the teacher. For students in grades Transitional Kindergarten to 4th grade, students receive feedback on progress towards meeting state standards in academic areas on report cards.

HOMEWORK

An important part of the educational process is the home-school link. Homework is one aspect of this link. Our goal to promote and develop thinking skills, self-discipline, study habits, skills in use of technology for blended learning, and time management skills go beyond the time students are in the classroom.

It is the parents responsibility to provide their child(ren) with a quiet place and adequate time to complete homework. Parents should check to see if the student understands what needs to be done, has the proper materials, and if the work has been completed satisfactorily. Homework should not be construed as only what the teacher sends home. Time for silent reading, reading to

parents or siblings, cultural activities, hobbies, and other activities that promote the goals above are also valuable.

The amount of time will vary according to grade-level and quantity of work assigned. Many teachers also have a homework notebook that is to be signed by the parent each night stating they have seen the assignment or even a test taken by the student.

FIELD TRIPS

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

No student shall be prevented from attending a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

The principal may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk. Students with disabilities will be provided with appropriate accommodations to access student field trips. Contingency plans for health and safety will be employed should an issue arise.

Eligibility for Activities

Grade s	Extra-Curricular Activities	Curricular Activities
TK-3	These activities are usually after, or before school and are often, extras such as sports, clubs and some field trips. No minimum grade requirements but students must follow school code of conduct.	These activities are part of the regular curriculum and include some field trips, and are usually held in the regular school day. No minimum grade requirements but students must follow school code of conduct.
4-8	Students must maintain a minimum of a "C" average and have no "F's" and maintain good citizenship and follow school code of conduct. The Superintendent can allow a child to participate for a short time with low grades, if the student is showing progress toward making up their work. Students with disabilities will receive appropriate accommodations to participate fully with their peers.	No minimum grade requirements, but students must follow school code of conduct.

TELEPHONE

The school phone is for pressing issues use only. Students are allowed to use the telephone at school only if the teacher determines that it is absolutely necessary. Student use of the phone to make plans for after-school activities is not an acceptable use of the school phone.

CELL PHONE USE

We ask that parents/guardians do NOT text or call their students cell phones during school hours, as it can be disruptive to the school and classroom environments. If you need to contact your child or a student needs to contact their parent, they may do so from the school phone in the office.

Cell phones are allowed at school but must be turned off and kept out of sight in a backpack, pocket, etc.

Students may not record or video a student or staff member without the permission of that person. Students may not share on social media (e.g. TikTok, Facebook, Instagram, SnapChat, etc.) any recorded voice or video. No student shall use an electronic signaling or communicating device with camera, video or voice recording function in a way or under circumstances that infringe upon the rights of other students or district employees.

Students may have their phones on campus as long as use is Safe, Responsible, and Respectful.

- Follow posted rules about when phones may be out.
- Volume must be set to silent/vibrate, in backpack or pocket, and out of sight.
- Comply with Internet Use Agreement.
- When use is disruptive to others, or outside of guidelines, phones may be confiscated and parents will be contacted. The school may require students and families to contract specific use of a cell phone including handing in the phone at the beginning of the day and collecting it at the end of the day if student use continues to be disruptive. All students may use school phones with permission should they need to contact a parent or guardian.

Students are responsible for all personal electronic devices they bring to school i.e. (cell phones, iPods, Nooks, etc.). The district shall not be responsible for the loss, theft or destruction of any such devices brought on to school property; except for those ensured to our safekeeping. Please include the Internet Use Agreement in the Handbook on page .

TECHNOLOGY USE

The Internet is a global computer network providing valuable exchange of information among many different organizations and individuals world-

wide. Students must follow the school guidelines for using the Internet or they will not be allowed to use it. See Internet Use Agreement. The following are not allowed on any devices used at school.

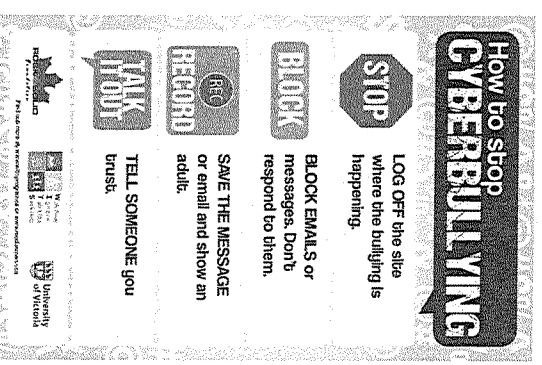
- Accessing obscene, pornographic, or sexually explicit material;
- Accessing violent, racist, or terrorist material;
- Harassing, bullying, or threatening someone over the Internet;

TEXTBOOKS/CHROMEBOOKS/LIBRARY BOOKS

Textbooks, Chromebooks, and library books are checked out to students for their use during the school year. Textbook, Chromebook, and library book replacement is very costly. Students are responsible for maintaining their books in the best possible condition. Books must be kept free of writing, water damage, and major wear and tear. Charges will be issued for any lost or damaged books, Chromebooks, and library books. Normal wear and tear is understandable. We appreciate students taking responsibility for these items when under their care. Students will receive a yearly incentive for turning in school items at the end of the year in good condition.

Chromebooks will be provided to students for use. Students are responsible for using their device appropriately and will need to an Internet and Chromebook Use/Agreement before use.

EMAIL



Students in need of email for academic reasons will only be allowed email access through an address assigned by the district. This email access will be through a Google Gmail system managed by LES. The interface is monitored by network administrators and is subject to filtering of inappropriate content. General expectations include:

- Always use appropriate language.
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam.
- Email is subject to inspection at any time by school administration.

EAR BUDS/HEADPHONES/MUSIC

Once a student enters campus, earbuds/headphones should be stored in a student's backpack until 3pm. Upon teacher direction, earbuds/headphones are allowed for learning activities and rewards on the Chromebook. Again, this is with teacher permission and direction. When in use, students are responsible for listening to APPROPRIATE content or they will lose the privilege of listening to music for a day. Staff has a right to ask to listen to a student's earbuds/headphones if he/she feels that the student is not using them appropriately. Students refusing to follow these guidelines will have parent contact. Ear buds, headphones, or music may be utilized pursuant to a student's Individual Education Plan or a 504 Plan.

PHYSICAL EDUCATION (PE) REQUIREMENTS

Physical education is beneficial, enjoyable, and a required part of the state curriculum for students. Daily participation and effort are essential for passing. If a child is unable to participate, the parent/guardian must send written verification or a note to the teacher. If the student is to be excused for more than two days, a doctor's verification is required.

Having the correct clothing will enhance a student's PE experience. Students do not change into special clothing for physical education since there are no locker room facilities. However, for students to participate in P.E., they must have non-marking rubber-soled shoes to use in the gym. During good weather, physical education is often taught outdoors, so students should wear (or bring) suitable shoes (no heavy boots, high heels, clogs, or sandals). When students wear dresses or skirts, they should bring suitable clothing and shoes to wear for P.E. A pair of shorts to slip on under a dress is fine.

EIGHTH GRADE GRADUATION, TRIP/ACTIVITY, AND CEREMONY

8th Grade Trip/Activity: The 8th grade Parent Committee, in partnership with the principal, staff and students, brainstorm ideas for the 8th grade Trip/Activity. The trip/activity is based on grade-level common core standards and is planned by the Loleta Elementary School 8th grade teachers and school principal (with student and parent input). All fundraisers for this trip/activity must be approved by the principal and the Board. Parents are encouraged to help with the planning and fundraising, but final approval will be given by the principal, Superintendent, and Board of Trustees. Students and parents/guardians are encouraged to do their part in fundraising for this event, as this is not something that will be paid out of district or site funds. No student will be denied the trip experience, but the student is expected to help/volunteer. Should a student be at risk of being ineligible for the trip, parents will be contacted and a remediation plan will be developed a month before the trip. For students who have IEPs or 504 Plans, a meeting is recommended by March of the school year, and efforts to support the student to participate equally will be implemented. Loleta Elementary School will make every effort to be inclusive and equitable for all students.

Academic Requirements: In addition, students shall meet district requirements for promotion based as follows:

- Students graduating from Loleta Union Elementary School District will take five core classes in each of their 6th, 7th and 8th grade years: Language Arts, Social Studies, Science, Math and Physical Education, unless otherwise determined by their IEP or Section 504 Plan.
- Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district or in accordance with their Individual Education Program (IEP) Plan or Section 504 Plan.

If a student receives an “F” in any of the four academic classes (Language Arts, Social Science, Math, and Science), they are automatically offered enrollment in whatever intervention/remediation program the Loleta School District offers at that time, including holding a Student Success Team, IEP, and/or 504 meeting.

Behavior/Suspensions: Students receiving multiple suspensions during the school year will be referred for interventions and restorative practices approaches to support the student in participation of 8th grade activities. No student with a disability or for whom the District has reason to suspect may have a disability shall be prohibited from participating in the 8th grade trip or graduation activities including the ceremony due to behavior caused by or directly and substantially related to a failure to implement their IEP or Section 504 plan.

The District will therefore hold an IEP or Section 504 meeting, for any such students to make this determination prior to the exclusion of any such student from these activities. If a parent or guardian believes their student is being prohibited from participating in graduation activities due to their disability, the parent or guardian may file a complaint under the District’s Uniform Complaint Procedure (UCP). Consistent with the Section 504 regulations, at 34 C.F.R. §104.34(b), in providing or arranging nonacademic and extracurricular services and activities including graduation activities, the District must ensure that students with disabilities participate with nondisabled students to the maximum extent appropriate to the needs of the students with disabilities.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 prohibit nonacademic and extracurricular programs and activities, including sports afterschool programs, operated or sponsored by public schools from discriminating against students with disabilities by denying admission or ongoing participation solely on the basis of child’s disability. These programs and activities may not deny a request for reasonable accommodations to enable a student with a disability to participate, without making an individualized assessment of the student’s needs. Such a request for a reasonable accommodation may only be denied if the District determines that it would fundamentally alter the nature of the program or activity, or otherwise impose an undue burden on the District. Please see Board Policy 5123.400 and Administrative Regulation 5123.400, for further information about these obligations and the process by which students/parents/guardians may request reasonable accommodations to participate in sports and other extra-curricular or co-curricular District programs and activities.

Principal/Superintendent Eligibility Determination: The Principal/Superintendent reserves the right to deem any student ineligible up until the ceremony/celebration based on the above. We also reserve the right to deem a student re-eligible based on major improvements. Please note that students not eligible to attend because of lack of credits will be required to make up those credits during the summer before they will receive their 8th grade diploma and can be referred to Humboldt County Court and Community Schools for summer school.

BUS ROUTE AND OPERATING PROCEDURES

Bus transportation is a privilege. Safety is the priority of students and staff while preparing to ride, riding, or leaving the bus. Continued unsafe behaviors, violations of the rules, or persistent

refusal to follow the directions of driver and/or school staff shall be sufficient reason for a student to be denied transportation. Alternate transportation will be available to students should they require transportation to get to and from school. Should a student demonstrate unsafe behaviors on the bus and/or not follow the bus rules, they may receive a bus ticket.

1st Bus Ticket: Warning

2nd Bus Ticket: Contact parent/guardian

3rd Bus Ticket: One day suspension from the bus

Video cameras are used on our school bus to monitor student behavior while traveling to and from school and school activities. Students found to be in violation of the district's bus safety rules shall be subject to discipline in accordance with district policy and regulations.

Bus routes and stops are planned by the school district and approved by the California Highway Patrol.

BUS RULES:

Riding the school bus is a privilege, not a requirement. This privilege may be revoked at any time, for any reason. The following safety rules should be abided:

1. Follow the instructions of the bus driver who is in charge at all times.
2. You should be at the bus stop 5 minutes before the bus arrives. The bus will not stop if students are not at the bus stop.
3. Wait for the bus in a safe place.
4. Form lines facing the direction from which the bus will approach.
5. Wait back at least 6 feet from the edge of the roadway until the bus has come to a complete stop and the door has opened before loading.
6. At stops where students must cross the street, students shall not move until the bus driver directs them to.
7. Get on the bus in an orderly manner, one at a time, without being in contact with the person in front of you. Use the handrail.
8. Go directly to your seat, face forward, fasten seat belts. Remain seated at all times on the bus.
9. Keep your head, arms and feet inside the bus at all times.
10. Never throw things in the bus (or out of the bus). Help keep the bus clean and in good condition.
11. When leaving the bus, stay out of the danger zone. The danger zone is under the bus, within 10 feet of the bus, and into the street.
12. Get on and off the bus only at your designated stop unless you have a note from home.
13. Observe safety procedures and are alert for traffic after leaving the bus.
14. Do not cross the street for any reason after leaving the bus unless you are following the driver's directions using the flashing red light procedure.
15. Go directly home after leaving the bus.
16. During long bus trips, the bus driver may modify the rules as she/he sees fit.
17. After being dropped off at school, the student **cannot** leave the school campus. He/she must report to the cafeteria immediately. Students are NOT allowed to go to the store/gas station.
18. All health and safety rules outlined by district policy should be followed.

The following bus rules are posted around campus, taught to students throughout the school year, and reinforced by giving students "Cougar Bucks".

	Be Safe	Be Responsible	Be Respectful
Bus	<u>Wear seat belt at all times until the bus stops at your stop and the door opens</u>	<u>Bus driver is in charge on the bus.</u>	<u>Appropriate language.</u>
	<u>Once you choose a seat you stay in the seat for the rest of the ride (no changing seats)</u>	<u>Have permission by phone or note from your parent to get off at a different destination.</u>	<u>Use designated sound levels: 0=no voice/silence 1=whisper 2=conversation/elbow voice</u>
	<u>Once seated, buckle up and stay seated, face forward</u>	<u>If bus driver assigns you a seat sit in that seat.</u>	<u>Use kind words (no puts downs).</u>
	<u>Sit facing forward, bottom on the bench with back against the seat.</u>	<u>Walk directly to the cafeteria morning A.M.</u>	<u>Older students in back, younger students in front.</u>
	<u>Keep body in the bus (nothing outside of the window)</u>	<u>Keep the first seat you take</u>	<u>Be kind to everyone: "Treat others how you would like to be treated". Avoid conflicts.</u>
	<u>Walk down the steps (don't jump)</u>	<u>Tell an adult right away when there is a problem.</u>	<u>Follow teacher and staff directions.</u>
	<u>Keep hands, feet, and objects to yourself.</u>	<u>Be an Uprstander, tell others to stop hurtful behavior.</u>	<u>Use a calm polite voice tone.</u>
	<u>Keep aisle clear.</u>		

Infractions of the rules may result in the denial of transportation privileges. A secondary plan for transportation is available and can be arranged with the Superintendent/Principal.

Bus evacuation drills are held yearly for all students.

BEHAVIOR AND DISCIPLINE

BE SAFE.

BE RESPONSIBLE.

BE RESPECTFUL.

Appropriate student behavior is always expected at Loleta Elementary School. The entire school community works together to provide each student with a consistently safe, respectful, and positive learning experience. Each student has a right to learn and each teacher/staff member has a right to teach and/or do their job. We understand that just like reading, behavior is a skill that students, staff, and community members may be still learning and we seek to provide restorative opportunities to help students, staff, and our community to repair relationships and learn from mistakes.

Loleta Elementary School has implemented PBIS (Positive Behavior Intervention and Supports). Visuals of school rules and expectations are displayed throughout the school campus (See PBIS Matrix.) Students will be provided with reinforcements and/or incentives for making the right choices and following our three rules. Reinforcements include "Cougar Cash", Cougar Student Store, and positive incentive days throughout the school year.

Loleta Elementary School makes every effort to institute a fair yet firm progressive discipline system. We hope that the opportunities we provide to students through warnings, corrective action, breaks, and restorative practices such as apologizes and community service will be enough to get them back on track. Teachers and administration utilize consequences to help students learn appropriate behaviors and seek to communicate with parents/guardians regularly to assist students in making good choices and learn appropriate behaviors. Loleta Elementary School follows the California Education Code guidelines when suspending a student or referring a student for expulsion. Loleta Elementary School is utilizing "Restorative Practices" and "Other Means of Correction" to address student behavior, to support students in utilizing skills to

manage conflicts, and behaviors and ensure that students continue to have access to the learning environment.

We at Loleta Elementary School understand that students make mistakes and are continuing to learn how to be responsible citizens of our community. Teachers want to support and work with students and problem solve any rule violations and repair any harm and “fix it”. We want all students to understand that it is important to follow established rules to support individual learning and the learning of others. The following rule violations can lead to suspension based on California law.

The following behaviors are violations of the Loleta Elementary School Code of Conduct and the California Education Code:

Injury to Others:

- To cause, attempt or threaten to cause physical injury to another student.
- To attack, or physically threaten any employee of the school.
- To commit or attempt to commit a sexual assault.
- To make terrorist threats against school officials or school property.
- To harass, threaten, bully, or intimidate anyone at school.
- To commit sexual harassment.
- To participate in, attempt or threaten to cause, an act of hate violence.
- To disrupt school activities or defy the authority of any school staff.
- To commit an obscene act or use profanity.

Weapons:

- To possess, sell, or otherwise furnish any firearm, knife, explosive, or dangerous object.
- To possess an imitation weapon.

Drugs:

- To unlawfully possess, use, sell, furnish, or be under the influence of any controlled substance.
- To offer, arrange, or negotiate to sell any controlled substance.
- To possess, offer, or negotiate to sell any drug paraphernalia.

Property of Others:

- To commit or attempt to commit robbery or extortion.
- To cause or attempt to cause damage to school property.
- To steal or attempt to steal school property or private property.
- To set a fire or attempt to set a fire.
- To knowingly receive stolen property.

SCHOOL RULES

The following rules are general guidelines for accepted student behavior. Individual teachers post classroom rules.

- Students are allowed in the classrooms only with a staff member present.
- Students will maintain orderly and courteous behavior.
- Students are responsible for all lost or damaged school property that is under their possession and control. Normal wear and tear is understandable. Please see the User Agreement, if applicable.
- Food items may be eaten only during recess and lunch in designated areas, unless approved by a teacher.

- PBIS rewards may include gum and/or candy are allowed with permission from teacher and staff member. We ask that students be respectful and throw wrappers in trash and be responsible in keeping our school clean.
- Students are expected to move throughout the school in a safe and orderly manner.
- Student behavior outside the classroom, including the playground, fieldtrips, assemblies and extra-curricular activities will be the same as within the classroom.
- Fieldtrips are an extension of the classroom activities. Students are expected to behave in a manner appropriate for classroom activities. Appropriate behaviors are encouraged and inappropriate behaviors may result in consequences.

The following general rules are posted around campus, taught to students throughout the school year, and reinforced by giving students "Cougar Bucks".

	Be Safe	Be Responsible	Be Respectful
All the time and everywhere	<u>Keep hands, feet, and objects to yourself.</u>	<u>Help others follow all school rules</u>	<u>Be kind to everyone:</u> "Treat others how you would like to be treated". <u>Avoid conflicts.</u>
	<u>Use supplies safely (scissors, pencils, etc.)</u>	<u>Be honest: Tell the truth</u>	<u>Follow teacher and staff directions.</u>
	<u>Move safely.</u>	<u>Tell an adult right away when there is a problem.</u>	<u>Be polite and have good manners to everyone:</u> "Please" "Thank you" "Excuse me"
	<u>Walk facing forward.</u>	<u>Be an Upstander, tell others to stop hurtful behavior.</u>	<u>Use a calm polite voice tone.</u>
	<u>Be with your class or have a pass.</u>	<u>Leave your space clean:</u> ~put trash in trash can ~put your belongings away	<u>Use designated sound levels:</u> 0=no voice/silence 1=whisper 2=conversation/elbow voice 3=public speaker voice 4=playground voice 5=emergency voice
	<u>Benches and chairs are for sitting only.</u> <u>Provide personal space to all (avoid toughhousing).</u>	<u>Take responsibility for your actions and choices.</u> <u>Apologize when mistakes are made.</u>	<u>Use appropriate language.</u> <u>Use headphones for music, when allowed on campus.</u>

Additionally, the following is not allowed:

- Intrusive or improper physical contact including horseplay
- Throwing any object or projectile to cause injury or intent of harm
- Vulgar or obscene language
- Playing in nondesignated areas
- Climbing on fences, backstops and buildings
- Loitering and playing in restrooms
- Games or activities that may cause physical or emotional injury, including but not limited to: wrestling, crack the whip, camel fighting, zombie tag, piggy-back riding, tackle football, hardball, and baseball.

The following rules apply during to the cafeteria:

- Student will wait to be served in a quiet and orderly manner
- Students will be courteous to staff and volunteers assigned to the cafeteria
- Students will keep their hands, feet, and food to themselves.
- Students will clean their area and place their litter in the proper containers.
- Food items are not to be taken out of the cafeteria, unless given permission by cafeteria staff.

- Students will not leave the cafeteria until dismissed by the cafeteria monitor.

The following cafeteria rules are posted around campus, taught to students throughout the school year, and reinforced by giving students “Cougar Bucks”.

	Be Safe	Be Responsible	Be Respectful
Cafeteria	Enter and Exit in an orderly, neat and tidy line, i.e.... walking facing forward	Stay seated until excused.	Stay in line and go through the food serving line as quickly as possible so everyone has time to eat
	Keep hands, feet, and objects to yourself.	Clean up your area and separate items: ~silverware ~milk / unopened milk ~unused fruit ~garbage ~tray	Take correct portions of each food item or component listed in the cafeteria and on menu
	Sit on your bottom, feet on the floor.	Tell an adult right away when there is a problem.	Be polite and have good manners.
	Eat only your own food.	Be an Uprighter, tell others to stop hurtful behavior.	Appropriate sound level: 2=conversation voice
	Stay seated until your table is dismissed.		Use appropriate language.
	Provide personal space to all (avoid roughhousing).		Use headphones for music, when allowed on campus.

Classroom rule violations will be dealt with the student's teacher. All major infractions of school rules will be dealt with through the school's discipline policy. Loleta Elementary School is committed to utilizing restorative practices and conflict resolution strategies to help students repair any harm and learn new coping skills and every effort will be made to utilize these interventions.

BEHAVIOR CONSEQUENCES

As part of Loleta Elementary School's Positive Behavior Intervention and Supports (PBIS)/ Multi-Tier Intervention and Supports (MTSS) plan, the following consequences are a guide to manage behaviors in the classroom and school environment. Our goal is to help students be successful and re-teach behavior expectations, as needed and maintain a safe, inclusive environment for all students.

Tier 1: Gentle	Teacher look Use proximity Nonverbal hand signals (to listen, to focus, to watch, etc.) Say student's name Ask student what they should be doing Ask student a question about the assignment Point to class rules Comment on other students who are on task State class rules to entire class Verbal redirection (stop inappropriate behavior or resume appropriate behavior)
Tier 2: Mild Not following adult directives (Minor) Inappropriate Language (Minor) Leaving the classroom without permission (Minor) Disruptive behavior (Minor)	Temporary seat change Private conversation TA/special delivery Problem solving conversation Positive pep talks with parent/guardian

	Call home (occasionally)
Tier 3: Moderate Inappropriate Language (Major) Leaving the classroom without permission (Major) Disruptive behavior (Major)	Permanent seat change Rehearsal of expected behavior/procedure Points or prizes withheld Small privilege temporarily revoked Positive pep talks with parent/guardian Brief buddy classroom/Alternate placement Supervised break for up to 15 minutes with a staff member (Zen Den, Sensory room, walk, etc.) Reflection sheet Detention Letter or in person apology Call home (sometimes)
Tier 4: Extreme Physical Contact/Aggression (Major) Threats (Major)	Clean slate (upon return) Referral to counselor Referral to admin/office Meeting with parents/guardian Behavior contract Privilege revoked (for preferred activity) School community service assigned Restorative conversation/circle Letter or in person apology Suspension from class Call home (yes) Clean slate (upon return)

Loleta Elementary School has implemented Positive Behavior Interventions and Supports (PBIS) to support students in learning appropriate school behaviors by teaching these behaviors often and providing positive reinforcement for appropriate behaviors. The district does focus on positive supports but if a child is so disruptive or dangerous that other students or staff members cannot learn and teach then other actions must be taken. These actions may include:

- Student Success Team (SST) meeting
- Referral for school based counseling
- Behavior Contract
- Check In Check Out (CICO) Behavior Education Program
- Restorative conversations, conference, and/or circle
- Community service (e.g. picking up trash, beautification efforts, working in classroom as a teacher helper, building projects, etc.). Community service is meant to help a student repair the school environment and any harm that has been done. Community service by a student should not be implemented in a manner to humiliate a student and conducted in an agreed upon time with the teacher and principal.
- Development of an individual behavior intervention plan for the child
- In school or out of school suspension

Remember, we are a team and working together to make children successful is in the best interest of everyone.

PROPER DRESS AND GROOMING

The district requests that clothing be neat, clean and fitting properly. Clothing should not be distracting or impair freedom of movement. Primary students should wear clothing that is warm and suitable for physical activity. In addition, the following guidelines shall apply to all regular school activities:

- Shoes must be worn at all times. For safety reasons, slippers, shoes with higher heels and flip flops are not allowed (except during school approved special events).
- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and/or likeness, or which advocate racial, ethnic or religious prejudice or gang affiliation.
- Clothes must be sufficient to conceal undergarments at all times this includes using a belt to hold up "saggy" pants. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh and pajamas are prohibited (except during school approved special events).
- Blankets should not be brought to school from home.
- Students should wear clothes that are clean and appropriate for a learning environment. Unacceptable clothing includes items that advocate violence; are sexually suggestive; put down any race, ethnic group, or sexual orientation; or promote drugs, alcohol, or cigarettes. If students are not properly dressed, staff will contact their parents.

Students may also change clothes at school to remove inappropriate clothing. Appropriate clothing is available for your child if the items mentioned above are worn to school.

Hats and hoods are allowed on campus. Students may be asked to remove their hats and hoods when they enter the classroom.

Coaches and teachers, in consultation with the Superintendent/Principal, may impose more stringent dress requirements to accommodate the special needs of a certain sport and/or class activity.

It is recommended that the student's name be printed on all personal items including backpacks, lunchboxes, jackets and coats.

APPROPRIATE LANGUAGE

- Students and adults are expected to use appropriate respectful language (e.g do not use cuss words, bad words, etc.) at all times. Students are taught how to code switch (e.g that some words are okay depending on the situation) from one situation to another and the expectation of appropriate language in the school setting. Should there be a violation or use of inappropriate language at school, students will be given the opportunity to learn and be taught that the language is inappropriate and the impact of the language on others prior to disciplinary action, including parent contact. Vulgarities and name-calling will not be tolerated. Students will have disciplinary action taken if they continue to demonstrate inappropriate language.
- Racial slurs will not be tolerated. Students using racial slurs will have intervention, parent contact, and progressive disciplinary action. Depending on the severity, students may also be suspended.

PLAYGROUND

Students must stay where they are visible to teachers/staff. Students are not allowed to play in the school yard without staff supervision before school, during school or during after school program hours (until 6pm).

- Students need to stay in visual supervision of school staff and stay in a supervised/designated areas, as directed by school staff, at all times.
- Students must have a pass to go to the restroom and return directly after using the restroom or any other area including classroom, office, Zen Den, etc.
- Students are not allowed in a classroom without adult permission and supervision.
- When leaving the playground (or gym when appropriate) at any time for any reason, students shall obtain permission/note/pass from a duty person or teacher.
- Use all equipment safely and appropriately.

The following playground rules are posted around campus, taught to students, and reinforced through “Cougar Bucks” throughout the school year.

	Be Safe	Be Responsible	Be Respectful
Playground	Keep hands, feet, and objects <u>to yourself</u> .	Use bathroom only with adult permission and water fountain before the bell rings	When sharing equipment, take turns.
	Benches and chairs are for sitting only.	Line up promptly, quickly get into line	Play by the rules of the game.
	Provide personal space to all (avoid roughhousing).	Help each other to follow the rules	Put trash in trashcan.
	Slide down slide (not walk up slide).	Tell an adult right away when there is a problem.	Be kind to everyone: “Treat others how you would like to be treated”. Avoid conflicts.
	Walk in blue area	Be an Upstander, tell others to stop hurtful behavior.	Follow teacher and staff directions.
	Kick balls and keep balls in designated game areas.	Manage anger or conflicts by talking to someone (Stop, Walk, Talk.)	Be polite and have good manners to everyone: “Please” “Thank you” “Excuse me”
	Stay off a rails (they can be slippery).	Apologize when mistakes are made.	Use a calm polite voice tone.
		Take responsibility for your actions or choices.	Use headphones for music, when allowed on campus.

GUM

Students can chew gum if they are responsible, given permission by a teacher and/or staff member, and thrown away in the trash. Should a student have difficulty following these rules, the privilege of chewing gum may be removed. Some teachers may allow students to chew gum in their classroom.

HATS AND HOODIES

Hats and hoods are allowed on campus as long as they do not cause a disruption to the learning environment.

FREEDOM OF SPEECH

Based on California Ed Code 48907 (a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

- (b) The governing board or body of each school district or charter school and each county board of education shall adopt rules and regulations in the form of a written publications code, which shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.
- (c) Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
- (d) There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.
- (e) "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.
- (f) This section does not prohibit or prevent the governing board or body of a school district or charter school from adopting otherwise valid rules and regulations relating to oral communication by pupils upon the premises of each school.

BULLYING CONCERNS

Loleta Elementary School takes bullying concerns very seriously. We encourage students, parents and guardians to report any concerns about bullying. Students receive training at least yearly in the "Stop, Walk, Talk" curriculum teaching students that when they are in a situation that feels like bullying to tell the person to "Stop", "Walk" away, and "Talk" by reporting their concerns to a teacher or staff member. Please encourage your child to use these skills at school and communicate any concerns to a teacher, staff member, and/or the Principal/Superintendent (Teachers and staff will report any instances of bullying to the Superintendent/Principal). All bullying reports will be investigated by the Principal/Superintendent. Anonymous reports of bullying can be reported on Loleta Elementary School's website at <http://www.loletaschool.org/Report-Bullying.html>. Students, teachers, parents, and family members are asked to complete a *Bullying Report Form*, which will be investigated by the Superintendent/Principal.

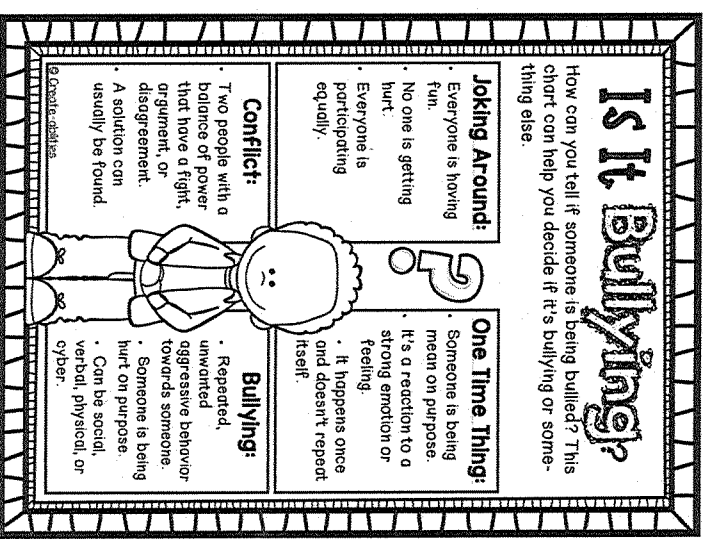
We understand that students face stress and conflicts with others. While conflicts are normal, reacting physically is not allowed at Loleta Elementary School. Should you have difficulty with a student, please let a trusted adult or parent know. We are here to help you and want all students to feel safe. While we may not be able to stop all bullying, with your help we can create a place where it is not accepted. Please avoid horseplay as this often leads to conflicts. Please avoid rumors or gossip as this often leads to conflicts. Please be aware that anything you post on social media can be intercepted by law enforcement. We hope you can help by speaking up for other (Being an Upstander) and not allow bullying and conflicts to occur in the first place.

Loleta Elementary School strives to support all students with the following actions:

- Any student who engages in bullying may be subject to disciplinary action.
- Students are expected to immediately report incidents of bullying to a trusted adults including teacher, school staff, Superintendent/Principal, and/or parent or family member.
- Staff will 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 principal.
- School policy prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior may 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.
- Bullying based on a protected areas such as Age, Ancestry, Color, Ethnicity, Gender, Gender expression, Gender identity, Mental disability, National origin, Physical disability, Race, Religion, Sex, and Sexual orientation will be investigated and interventions will be implemented.
- Students will be provided with training in their classrooms each year in October during Bullying Prevention Month defining bullying behaviors, discussion of interventions utilizing the *Stop Walk Talk* curriculum, methods for reporting bullying, and procedures involved in investigation of reported bullying behaviors.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff who witnesses 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. All school staff will report the incident of bullying and complete a Bullying Report Form to be submitted and investigated by the Superintendent/Principal.



To ensure bullying does not occur on school campuses, Loleta Elementary School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build capacity to maintain a safe and healthy learning environment. Parents and guardians can obtain more information on how to support their child if they have concerns about bullying by viewing our Bullying Procedure (Appendix 1).

CONFLICT RESOLUTION

Loleta Elementary School 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 will incorporate conflict resolution education and problem solving techniques into the curriculum taught during campus programs and restorative practices approach. 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.

Loleta Elementary School 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. With this, students are expected to do the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on Loleta Elementary School staff to intervene in any dispute.
- Students needing help in resolving a disagreement, or students observing conflict may contact a teacher, staff person, and/or school counselor.
- Students involved in a dispute will be referred to the principal, staff person, and/or school counselor.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

SCHOOL BOARD POLICIES

The following School Board Policies are available at the school office and some are posted on our website:

- Student Discipline Policy
- Uniform Complaint Procedures
- Non-Discrimination Policy
- Parent Involvement Policy
- Sexual Harassment Policy
- Drug Free School Policy
- Promotion and Retention Policy

STUDENT SERVICES & PROGRAMS

AFTER SCHOOL PROGRAM

The Loleta Elementary Afterschool Program (LEAP) is available to all students. This is a free service program; however families are required to enroll their students. LEAP operates to 6:00 p.m. daily. Inquire in the office for registration forms and details.

ATHLETIC PROGRAM

Loleta Elementary School offers an athletic program that includes volleyball, basketball, soccer, and track and field for our students. Team members are required to make commitments to both athletic and academic requirements during participation.

EIA, TITLE I & TITLE II

The Title I program is a federally sponsored program to give assistance that is above and beyond the regular classroom instructions. Loleta Union School is a Title I School-wide Program. All students attending Loleta Union School benefit from the Title I Program. Economic Impact Aid (EIA) is the state version of the Title I program. Title II is a federally funded program providing instructional materials, library resources, and equipment.

BREAKFAST & LUNCH PROGRAM

Loleta Union School District participates in the National School Lunch and Breakfast Program and operate under the Community Eligibility Provision Program. All Loleta Union Elementary School students are eligible to receive a healthy breakfast, snack, and lunch at no charge.

Parents are invited to have lunch with their child/ren in the cafeteria at any time. Please call the office in the morning if you plan to be visiting at lunch. The cost for adults is \$2.50 for breakfast and \$4.00 for lunch.

SPECIAL EDUCATION PROGRAMS

The district provides Special Education and Related Services including Resource Specialist Program, Speech and Language Services, Occupational Therapy Services, Behavior Intervention Service, and Educationally Related Individual Counseling.

- The **Resource Specialist Program** is available to support students with services to address educational disabilities.
- A **Speech Pathologist /Therapist** is available to work with students needing help with speechrelated problems.
- An **Occupational Therapist** is offered through the Humboldt County Office of Education to support student's fine and gross motor development in addition to sensory processing.
- **Behavior Intervention Services** is offered through the Humboldt County Office of Education to help students develop positive behavior management skills.
- **Educationally Related Intensive Counseling Services** is offered through the Humboldt Del Norte Special Education Local Plan Area (SELPA) to address student's mental health needs as part of their IEP.

If you feel your student might have a learning problem or disability, you may request he/she be considered for testing. It is recommended that parents/guardians speak to their child(ren)'s teacher, ask for a Student Success Team (SST) meeting, and/or put their concerns in writing.

Any concerns regarding special education and/or your child(ren)'s IEP, should be directed to the Principal/Superintendent. Additional support and resources can also be obtained from the

Humboldt-Del Norte Special Education Local Plan Area
2822 Harris Street
Eureka, CA 95503
(707) 441-2051
(707) 445-6124 Fax
hdnselfpa@hcoe.org

STUDENT SUCCESS TEAMS (SST)

Loleta Elementary School holds Student Success Team (SST) meetings monthly to address the concerns of specific students. The goal of the SST meeting is to build on strengths within the general education classroom while addressing the student's difficulties. Teachers, parents, and school staff can refer a student whenever they feel that the student is having difficulty in the general education classroom. The SST team is made up of the student's teacher, parents and/or guardian, and other appropriate school and Community Resource Center staff. The team gathers information about the child's strengths, needs, and difficulties, both academic and behavioral. The team then determines accommodations and modifications in the regular classroom to meet the student's needs. Parents and guardians are valuable members of the SST team and we appreciate your participation.

COUNSELING/SUPPORT SERVICES

A School Psychologist/Counselor is available to work with students needing help with socio-emotional/behavioral functioning. We understand that students are facing many stressors in the

world and may need additional support. Individual counseling is available through the school or a referral to an outside agency should a student experience stress, anxiety, feelings of depression, or need help with school. Please speak to your child's teacher and or contact the Superintendent/Principal for a referral.

STUDENT BODY COUNCIL

Loleta Student Council consists of elected representatives from grades 5-8. The council meets on a regular basis with advisors to organize and plan for student activities.

HOME TO SCHOOL COMMUNICATION

HOME SCHOOL COMMUNICATION

Communication regarding school events is conducted through Loleta Elementary School's all call system via text and phone call. It is important to keep the office up to date with any change in phone numbers. Flyers for community events are often sent home with students and displayed on the Loleta Elementary School website.

PARENT CONFERENCES & REPORT CARDS

Students in grades TK-8 will receive trimester report cards three times a year. In addition, Parent/Teacher conferences are scheduled twice a year. Conferences may be scheduled at any time during the school year at the request of either parent or teacher. If you do not receive an appointment for a conference and desire one, you may call the school office to make the necessary arrangements. You are welcome to also contact your child's teacher by email.

PARENT TEACHER ORGANIZATION (PTO)

Loleta PTO is made up of parents and teachers interested in insuring a quality school experience. The PTO supports programs in the school and organizes fundraising for various school needs. They have been active in various projects and school committees. Everyone is encouraged to participate. More information can be obtained by contacting the office.

PARENT/GUARDIAN CONCERNS

Your child's teacher is your first resource in answering individual questions or concerns. If you need further assistance or advice, you would then contact the Superintendent/Principal. Failure to resolve the concern at this level would require referral to the Loleta Elementary School Board. The process begins by making a written request to the Superintendent to have your concern placed on the board agenda. A brief outline of the nature of the concern is also required. The request must be received by the Thursday before the next scheduled board meeting.

UNIFORM COMPLAINT PROCEDURES

What is a complaint?

A complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the agency shall assist the complainant in the filing of the complaint.

The responsibilities of the complainant, the local educational agency, and the California Department of Education according to *California Code of Regulations*, Title 5, sections 4600-4687.

Loleta Elementary School Board recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow Uniform Complaint Procedures when addressing complaints alleging non-compliance with the adoption of school safety plan *or* unlawful discrimination based on ethnic

group identification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow Uniform Complaint Procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Parents/guardians can complete a *Uniform Complaint* to address concerns related to state and federal programs including:

- After School Education and Safety
- Consolidated Categorical Aid
- Foster Youth Services
- Local Control Funding Formula and Local Control Accountability Plans
- Migrant Education
- Nutrition Services
- School Facilities
- Special Education
- Tobacco-Use Prevention Education
- Unlawful Pupil Fees

Parents/guardians can also file a complaint due to concerns of unlawful discrimination based on protected classes including:

- Age
- Ancestry
- Color
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Mental disability
- National origin
- Physical disability
- Race
- Religion
- Sex
- Sexual harassment
- Sexual orientation

Forms are available in Spanish and English and are located outside of the school office and on our website at www.loletaschool.org. Should you need assistance completing the form, please contact the Superintendent/Principal. Upon receipt of complaint, the complainant will receive a letter or email stating that the complaint was received and will also be given a date and time of when the complaint will be addressed. The district is required by state law to investigate and make a decision on the complaint within 60 days.

WILLIAMS COMPLAINT PROCEDURES

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the Superintendent/Principal. Complaint forms are available in the office, however we will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

PARENT/GUARDIAN FEEDBACK FORM

Should you have feedback for the Principal/Superintendent to consider, it is recommended that you schedule an appointment. All forms are available in the school office.

SCHOOL ACCOUNTABILITY

The annual School Accountability Report Card is available at the Loleta Elementary School office and posted on the school's website. This report card provides a variety of information about the school, its resources, its successes and the areas in which improvements are needed. The California School Dashboard provides parents and educators with meaningful information on school and district progress at <https://www.caschooldashboard.org/>

SCHOOL SITE COUNCIL/STAKEHOLDERS COMMITTEE

This is an advisory council of parents, staff, teachers, and administration that provides input to our school programs. Meetings are usually once a month. The public is welcome to attend. If you are interested in more information about this council, please contact the Superintendent/Principal.

ENGLISH LANGUAGE ADVISORY COMMITTEE

Loleta Elementary School English Learner Advisory Committee is comprised of parents, staff, and community members designated to advise district officials on English learner programs and services.

The ELAC shall be responsible for the advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

<u>HEALTH, WELLNESS & SAFETY</u>

ACCIDENTS AND ILLNESS

All serious injuries should be reported promptly to any staff member. If a student becomes ill or injured, they should report to the office. School personnel will assist the student with first aid or contact the parent, guardian, or emergency contacts if necessary. Students with a temperature of 100 degrees or higher will be isolated and parents called to pick up their child. Teachers and staff will make every effort to contact parents/guardian should there be an injury at school with a *Student Incident Report Form*. Head injuries will be closely monitored and parents/guardians will be contacted by phone.

In case of an accident requiring professional medical services, every attempt will be made to contact the parent or guardian and emergency contacts before we call 911. Please keep information on your emergency contacts current by informing the office of any changes.

Students may be excused from PE for minor medical reasons with a note from home. A medical excuse from a doctor will be required for more serious or ongoing medical reasons.

SCHOOL NURSE

A school nurse is available through a coordinated Humboldt County Office of Education schedule and visits our school approximately once a trimester to meet with students, consult with staff, and conduct healthrelated programs. Our nurse does regular hearing, vision, and health issue screenings at grade level intervals. If you have a concern and wish your child to have a particular screening done, contact the office.

COMMUNICABLE DISEASE

Contact the school immediately if your student contracts a communicable disease, a disease that can be transmitted from person to person. Individual privacy will be strictly maintained. A generic informational flyer will be distributed to school families to advise them of the symptoms and actions needed, including guidelines for the student's return to school.

Some of the common communicable diseases are Coronavirus, Head Lice, Pink eye, Strep Throat, Chicken Pox, Measles, Impetigo, Scabies, Ringworm, and Flu.

MEDICATION POLICY

In compliance with California Education code Section 49423, when an employee of the school district gives a medication to a student, the employee must be acting in accordance with the written directions **of a physician** and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. **The prescription label on the container is not acceptable as a physician's statement.**

We require all medications to be stored in the school office and be administered only when the physician's and parent/guardian's signed permissions are on file. Children are not allowed to have medication in their possession at school, walking to and from school, or on the school bus. This practice provides for the safety of all students on campus. The only exception to this policy is if the student's well-being is in jeopardy unless the medication, such as an inhaler for asthma, is not carried on his/her person. No outofdate medication will be given.

Medication must be provided to the school in the container in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. When asked, most pharmacists will provide a duplicate bottle for school use.

School personnel cannot give medication brought to school in a plastic bag, plastic ware, or any other repackaging.

Overthecounter and non-prescription medications cannot be administered without a signed release as stated above. If you anticipate a visit to your child's physician or dentist and expect that medication may be prescribed or the dose changed, stop by the school office for the **appropriate forms** to save time.

EMERGENCIES

It is extremely important that all students remain quiet and follow the directions of the teachers or any school personnel during any emergency drill. The following drills are practiced at regular intervals:

A) FIRE DRILLS: During fire drills, students must follow teacher directions. Calmly leave the building and line up at the designated location. Students are expected to stay in line and maintain silence so that directions may be given. When the "all clear" bell rings, students are to return to class quietly and in an orderly fashion. In the event the fire drill rings before school, at lunch, or after school, students should report to the designated area for their class.

B) LOCK DOWN DRILLS: If a situation occurs that necessitates the lock down but not the evacuation of the school, students should calmly remain in the classroom and follow the directions of the teacher/school staff personnel. An "all clear" bell will signal the end of the drill.

C) EARTHQUAKE PROCEDURE: In the event of an earthquake, students should drop and hold under cover of the classroom furniture. They should remain there until further directions

from their teacher are received. Students who are outside should drop to the ground away from buildings or other structures and protect their head with their arms.

D) MAJOR EMERGENCY: If a severe earthquake, or other civil defense emergency occurs, the students will be kept at school until picked up by the parents, transported home, or released to appropriate officials. If the school has to be evacuated, the students will be evacuated to the baseball field for release to parents/guardians or emergency contacts. In an evacuation, students will be released only by adult signature to designated individuals listed as emergency contacts for your child(ren).

Loleta Elementary School has a Comprehensive School Safety Plan that is coordinated with the fire department, Fortuna Police Department, and the Humboldt County Sheriff's Department. Please contact the office if you would like to review the Comprehensive School Safety Plan.

In the event of a major disaster, the Superintendent/Principal will contact parents/guardians with an automated calling and text program that will give parents important information over the phone. (This is one reason why a working phone number is important for the district to have on hand.) Please arrange with your neighbors as alternate homes to which your child should go if you are not at home. This should be done each new school year. Students will be released only to their parents or to an adult designated on the child's emergency card. Contact with the Wiyot Tribe and Bear River Rancheria will also be attempted to keep community members informed. Information will also be shared on the Loleta Elementary School's Facebook page.

Should there be a **Public Safety Power Shutoff (PSPS)**, the Superintendent/Principal will make a determination if students can be on campus without power and parents will be contacted prior to the start of the school day. If there is no electricity by 6:00 am, school will start by 10:00am. Students will still go home at the same time at 3:00pm.

PARKING

The raised area directly in front of the gym and just below the crosswalk is a **NO PARKING ZONE** as this limits visibility and may endanger students using the crosswalk. Families delivering their children to school should pull into the parking lot at the east end of school to drop off your children. Cars can park along the fence line or pull forward into the parking lot and stay to the right side to drop your children off. Then continue forward, circle and exit in an orderly manner.

PEDESTRIAN SAFETY

As you are aware, Loleta School is located on the main access road into and out of Loleta. Because of this, it is critical that our students understand and follow these safety guidelines:

- Walk on the sidewalk at all times.
- Always cross at the crosswalk.
- Never assume that cars see you. Look both ways **TWICE** before crossing the street. Make it a habit to look left, then right, then left again before entering the roadway or intersection.
- Never stop in the middle of the street.

APPROVED WALKING ROUTE

Students who walk to school are to follow the approved Walking Route:

1. Walk north or south to Park Street.
2. Cross the intersection of Park Street and Perrott Avenue on the north side of the street.

3. Walk up the sidewalk on the north side of Loleta Drive to the intersection of Loleta Drive and Shadowbrook Lane and use the crosswalk to the east side of the intersection.
4. Use the crosswalk to cross Loleta Drive to the front steps of the school.

The lower gate to the school grounds at Loleta Drive and Prospect Avenue will remain locked.

BICYCLE RULES

We strongly recommend that students younger than third grade NOT ride bikes to school.

Although they may have good bike handling skills, they lack the experience and judgment to be safe in traffic. Following are guidelines for the use of bicycles by students:

- Helmets are to be worn at all times.
- Bicyclists should ride single file on the right side of the road, just like cars, and signal their intentions to other road users. We stress the need to ride defensively since many drivers do not see bicyclists.
- Obey all traffic signals and signs.
- Walk bikes across crosswalks.
- Bikes are to be walked on and off the school grounds.
- Never assume that cars see you. Always stop and look both ways before crossing the street. Make it a habit to look left, then right, then left again before entering the roadway or intersection.
- Never stop in the middle of the street.
- LOCK YOUR BIKE. Bring your own lock and do not lock bikes together.
- The bike rack area is off limits during the school day.

WELLNESS POLICY

The Loleta Elementary School District is committed to providing school environments that promote and protect children's health, well-being and their ability to learn by supporting healthy eating and physical activity

The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school district offers healthy eating tips for parents. We encourage parents to pack healthy lunches and snacks and including beverages and foods that meet nutrition standards for their child/ren's age.

Healthy Foods Healthy Kids

We ask that parents/guardians provide healthy snacks for their children. We discourage the following items:

1. Soda
2. Energy drinks
3. Ice teas, sweetened or not
4. Flavored milks (unless low fat)
5. Candy
6. Fruit drinks are allowed only if they are at least 50% juice with no extra sweeteners.
7. Gummy fruit snacks must also meet the 50% fruit requirement above.
8. Snack items like chips that get more than 30% of their calories from fats. (all fried chips)

Occasionally we use positive rewards systems including candy, gummy fruit snacks, chips, etc. Should you not want your child to participate, please let your child's teacher know. Should your child bring one of these items during the school day, your child will be asked to keep the item in the office or their backpack until they leave campus at the end of the day.

ALCOHOL, DRUG, AND TOBACCO FREE CAMPUS

Loleta Elementary School is an alcohol, drug, and tobacco free school zone. Use or possession of such substances is not allowed on campus. This includes, but isn't limited to, e-cigarettes or vaping.

INTEGRATED PEST MANAGEMENT

Integrated pest management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls.

The Superintendent or designee shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year.

The Superintendent or designee shall post a warning sign at each area of the school site where pesticides will be applied, at least 24 hours prior to the application and until 72 hours after the application. Whenever the Superintendent or designee deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons, or the school site, he/she shall make every effort to provide the required notifications prior to the application of a pesticide. In such a case, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application.

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording of the amount of the pesticide used.

ASBESTOS INFORMATION (A.H.E.R.A.)

The Asbestos Hazard Emergency Response Act Plan (A.H.E.R.A.) requires notification to parents and employees of Loleta Union School regarding asbestos materials in our school. All friable asbestos material has been removed from Loleta School and no health hazard exists at this time. A copy of this plan is available for your inspection in the district office. The plan includes information regarding inspections, response actions, and postresponse actions activities.

APPENDECIES

Appendix 1: Bullying Brochure

Appendix 2: Bullying Report Form

Appendix 3: Uniform Complaint Form

Appendix 4: Williams Complaint Form

Appendix 5: Parent Feedback Form

NONDISCRIMINATION STATEMENT

Loleta Elementary School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one

or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District. Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take prompt and effective steps to investigate or otherwise determine what occurred and take environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education.

Parents/Guardians of students with mobility impairments have a legal right to accessible transportation for LESED or school sponsored field trips and other activities for which transportation is provided to students without disabilities. Contact your school site administrator to address requests for accessible transportation. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities. This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Lolela Elementary School District. For information, assistance or to file a complaint related to discrimination, harassment, intimidation and bullying based on actual or perceived characteristics of a protected category (as enumerated above) contact the Superintendent/Principal at (707) 733-5705. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint related to discrimination or harassment based on student's sex; sexual orientation, gender, gender expression or gender identity; race, color, or national origin; or mental or physical disability, contact the Superintendent/Principal at (707) 733-5705.

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name
Printed
District
Logon
Fiscal Year

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
8/10/2020 1:33:13 PM
28
vpatrick
2021

Options

Report Title

AUGUST BOARD MEETING

Filters

Transaction Type:
Board Meeting Date:
From Transmittal Number:
Audit Type:
Fiscal Year:
Sort By:
Print Description:
Include Vendor Address:
Page Break By Transmittal:
Include Voided Transmittal:

ALL
08/13/2020
21000005
ALL
2021
Vendor Name
Board Description
NO
NO
NO

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

AUGUST BOARD MEETING

Board of Trustees Meeting 08/13/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000005-0 AUDIT

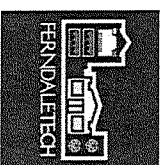
Reference	Vendor	Description	Amount
PV210034-001	ASAP LOCK & KEY	SERVICE CALL	183.93
		Total Payment Amount	183.93
PV210035-001	CRYSTAL SPRINGS CO	WATER	8.00
		Total Payment Amount	8.00
PV210036-001	FERNDAL TECH	MONTHLY CHARGES	40.00
		Total Payment Amount	40.00
PV210037-001	FORBUSCO LUMBER COMPANY	SUPPLIES	24.45
		Total Payment Amount	24.45
PV210038-001	P G & E	JUNE - JULY CHARGES	2,750.27
		Total Payment Amount	2,750.27
PV210039-001	WILDWOOD SAW	GROUNDS	24.90
		Total Payment Amount	24.90
		Transmittal Total	3,031.55
		Fund Summary: Fund 01	3,031.55
	Payment Count: 6	Transmittal Count: 1	Grand Total: 3,031.55

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

524 B Main Street
Ferndale, CA 95536
www.ferndaletech.com
7077861016



Loleta Elementary School
700 Loleta Drive
Loleta, CA 95551

Estimate # 72735
Estimate Date 08-10-20
Total \$1,917.95

Item	Description	Unit Cost	Quantity	Line Total
VOSTRO 3590 HDD	DELL VOSTRO 3590 i5/8GB/1TB HDD - TEACHERS	\$560.00	2.0	\$1,120.00
VOSTRO SSD	DELL VOSTRO 3590 i5/8GB/256GB SSD - OFFICE	\$660.00	1.0	\$660.00

THIS IS AN ESTIMATE

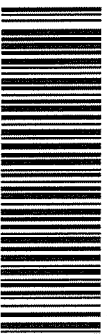
Disclaimer

Subtotal \$1,780.00
Tax \$137.95
Estimate Total \$1,917.95

This is an Estimate and does not include any costs or promises associated with any actions that may be required to bring the site or device to a ready state beyond the Scope of Work in this Estimate. Estimates are good for 30 days and considered rejected after 60 days. It is our understanding that the site is operational and that we have a functioning internet connection ready to use upon arrival on-site, unless otherwise stated in the Scope of Work, with documentation pertaining to the particulars of the service, i.e., account and device logins, IP addresses, gateway, DNS, etc.... Any delays due to the ISP's or other service providers will not be covered by this document and shall require additional compensation to cover expenses and labor costs that are used beyond the time frame of this estimate. FerndaleTech is not responsible for site accessibility or readiness problems. All time on site will be billed in full. Any day in which work cannot be started after 2 hours due to site inaccessibility or readiness issues shall be held to be a False Start Day, at this point all FerndaleTech personnel will leave the job site until the problems are remedied and a \$250.00 per employee on site fee will be added to the final bill for each False Start Day. The client is responsible for providing all necessary equipment to allow access to the site to be used in the project, including long ladders, keys, codes and scissor lifts. If these items are not provided, FerndaleTech will not be held liable for setting up those parts of the site that cannot be accessed. If the client so chooses, arrangements can be made for rental equipment needed and the associated costs will be invoiced. There is a \$50.00 charge for generating an Estimate, it is due before the Estimate will be delivered, this is compensation for the resources and time used to create it.

Signed: _____

Date: _____



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 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/ls/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.mhronline.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). 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 postvention 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/%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/le/yr14ltr0212.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 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.



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[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.

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Websites, Publications, and Blogs

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

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[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.

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Stop Bullying

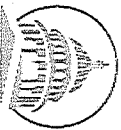
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Questions: School Health Office | 916-319-0914

Last Reviewed: Wednesday, August 07, 2019

*California*
LEGISLATIVE INFORMATION[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**AB-2291 School safety: bullying.** (2017-2018)

SHARE THIS:



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.

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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.



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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

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HCOE Learning Support Services

Professional Development | HERC | Curriculum & Instruction

Loleta Union School District

Dear Superintendent Chapman,

Our team is designing systems to continue our support for distance and hybrid learning, as well as face to face instruction. In anticipation of the next school year, we want to ensure that teachers have access to a robust collection of resources to engage students in meaningful learning.

About Learning Support Services

HCOE strives to offer relevant, timely and targeted professional development opportunities that are aligned with the organizational goals of schools and districts. The dedicated team of Integrative Learning Specialists along with HERC staff work each day to support the curricular, school-climate and educational outcomes of students, teachers, paraprofessionals, and administrators. The list of professional development opportunities continues to grow based on demand, district priorities and educator feedback. Professional development comes in many forms and we pride ourselves on customizing opportunities to fit your unique needs. For example:

- Conferences
- On-Site Consultation
- Differentiated Assistance and CSI support
- Enterprise data visualization
- Network Improvement Communities
- Instructional Coaching
- Customized/Targeted Workshops
- Translation and Interpretation Services

Humboldt Educational Resource Center (HERC)

As part of the ongoing commitment to Humboldt County's schools, teachers and students, the HERC continues to maintain the county's largest collection of children's literature, manipulatives and inquiry based resources. Each year, the staff evaluates the collection and recommends improvements. The Teacher Center is a perennial favorite of schools and community based organizations that can use a variety of educational tools, like die-cuts, digital vinyl cutter, button makers, teaching supplies and more. The HERC is also home to the California Learning Resource Display Center (LRDC), a clearinghouse of all state adopted curriculum. Learning Support Services staff are available to assist your district in the adoption/review process.

The HERC's 50,000+ library collection, digital subscriptions, research databases, the Learning Commons, Teacher Center and courier service are a result of the collective investment from school districts and HCOE. The HERC **belongs to the community** and exemplifies what HCOE and districts can do together to ensure quality instructional materials for all teachers and students.

Following this letter you will find a copy of your 2020-2021 HERC contract. Please complete and return by June 15, 2020. Should you have any questions about our services or the contract please do not hesitate to contact me.

Sincerely,

Rosie Slentz, Ed.D
Coordinator, Learning Support Services
Tel: 707.834.0786
rslentz@hcoe.org
<http://my.hcoe.net>

Professional Learning Opportunities

The services below represent a sampling of the many professional learning opportunities offered. All supports are customized to meet the needs of districts.

Mathematics

- Instructional Coaching/Observation
- CCSS Instructional Strategies (e.g. Math Talks)
- Mathematics Curriculum Training/Facilitation
- Transforming Our Practice Math Series
 - Low Floor, High Ceiling Tasks
 - Growth Mindset in the Math Classroom
- Growing Literacy through speaking and writing
- Early Literacy Partners

English Language Arts

- Instructional Coaching/Observation
- CCSS Instructional Strategies (e.g. Engaging Readers)
- Curriculum Training and Facilitation
- Grade Level-PLC's
- Reading Intervention
- Writing for the 21st Century
- Academic Writing
- Early Literacy Partners

Next Generation Science Standards

- NGSS aligned STEAM workshops
- Phenomena Based Learning
- NGSS Curriculum Review
- Integrated Learning Units
- Environmental Literacy coaching

Visual and Performing Arts

- Arts Integration for Culturally and Linguistically Responsive Pedagogy
- Theatre Strategies for English Language Learners
- Arts Integration with ELA, Social Studies, and SEL
- Visual and Performing Arts Standards
- All County Music Festival

Educational Technology

- Google Apps for Education:
 - Administration
 - Google Classroom
 - Drive (Docs, Slides, Sheets, Forms, Sites)
- Digital Citizenship
- Organizational Technology Adoption Consultation (e.g. One to One vs. BYOD)
- Policy and Procedure Development (e.g. AUPs)
- Online Program Development / Consultation
- Instructional Strategies

Learning Support Services Team

Coordinator | Rosie Slentz

Learning Specialist | Dina Macdonald

Learning Specialist | Janice Lourenzo

Learning Specialist | Agustín Amaro

Program Manager, Arts | Stacy Young

Learning Specialist | Bill Funkhouser

Learning Specialist, Librarian | Ryan Keller

Library Technician | Ashley Kane

Library Technician | Gael Hill

Courier | Eric Younger

PD Technician | Amanda Thompson

Department Secretary | Nancy Flannery

Student Events Coordinator | Olivia Kernen

Data Visualization | Ronda Stemach

Information Literacy

- Finding and Evaluating Information Sources for Credibility
- Intellectual Property, Copyright and Fair Use
- Citing Sources – Finding Evidence and Giving Credit
- Blogging, Digital Storytelling
- Infographics
- The Research Process
- Curation

English Language Learners

- Spanish Language/Culture for Educators
- ELL Collaborative
- EL/ELD Standards
- ELAC's/DELAC's Getting your EL parents involved in school
- Establishing Heritage Language and World Language Enrichment Classes on Your Primary or Middle School Campus
- Translation & Interpretive Services
- Community Based ESL Classes in Collaboration with College of the Redwoods

Social Studies

- Instructional Strategies
- Curriculum Review
- Instructional Coaching/Observation
- Social Studies Curriculum Training/Facilitation

Librarian Services

COE librarians provide expertise to school districts in the areas of school library media programs, reading, information literacy and communication technologies. Specifically, we assist districts in the following areas:

- Planning New or Renovating School Libraries
- Integrating Library Programs into Curriculum and Instruction
- Developing Reading Motivation Programs
- Developing and Updating School Library Plans and Policies
- Recruiting Library Personnel
- Grant Writing for Library Programs
- Facilitate Resource Sharing
- Staff Development for School Library Staff

Expanded Learning (After school)

- Instructional Strategies
- Curriculum/materials consultation
- Instructional Coaching/Observation
- Staff Development

Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials

Calendar Year	2013	14	15	16	17	18	19	20	21	22	23	24	25
Content standards and State Board of Education (SBE) adopted instructional materials													
Mathematics	F	A						F	A				
English Language Arts/ELD		F	A							F	A		
History-Social Science					F	A						F	A
Science					F		A						F
Health							F	A					
World Language								F	A				
Visual & Performing Arts									F	A			
Model content standards but no SBE-adopted instructional materials										F			

All dates refer to year of final SBE action. This timeline is based on statutes and regulations current as of June 2016 and may change if new legislation is passed.

A = Instructional Materials Adoption
F = Curriculum Framework

CDE: Posted June 21, 2016

**HERC LEARNING RESOURCES AND INSTRUCTIONAL TECHNOLOGY
CONTRACT AGREEMENT (July 1, 2020 - June 30, 2021)**

As party to this agreement, the Humboldt County Office of Education agrees to provide learning resources and support services to students and staff of **Loleta Union School District**. Specifically, the Humboldt County Office of Education will:

1. b) Employ staff to provide information and assistance to support California Standards implementation with state adopted and supplementary instructional materials including instructional technologies

☒ Literacies & Libraries Support: Support for integration of 21 st Century Literacies and assistance regarding instructional materials for all adopted California content standards	\$350
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2. Furnish county-owned materials and offer services as selected:

☒ Learning Resource Collections: K-12 library/media collections (50,000+ items) including e-readers and e-books; non-fiction, fiction, easy fiction, big books, book sets; DVDs, models, art prints, curriculum kits, cultural realia and teacher materials; K-12 digital subscriptions including streaming media from Discovery Education, Gale K-8 Student Research Databases (New), Website links collection within the online Destiny catalog	\$2,500
☒ Courier Service: Weekly pickup and delivery of items to/from HERC facility, HCOE departments and other districts 38 weeks	\$400
☒ Learning Specialist Support: Guided access to resource collections and curated lessons along with research and resources on high impact strategies. Personalized support for EdTech, Science, Math, ELA, ELD, the Arts, and Social Studies. Administrators, teachers and staff can schedule time with Learning Specialists for onsite professional development/coaching, at the HERC, over the phone, or online.	\$500

Total **OR** \$3,400 for all services in Sections 1 and 2 \$ 3400.00

(option to continue All-Inclusive Services at 2018-2019 rate of \$2200)

Additional Specialist Services – See Addendum to Contract:

☐ Other:	
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Loleta Union School District agrees to:

- A. Reimburse HCOE for learning materials lost or damaged beyond normal wear while in site possession, as determined by HERC staff;
B. Obtain written permission from the Office of Education prior to any broadcast on any type of media transmission system, or duplication of any materials owned by the Office of Education.
Additionally, **Loleta Union School District** understands:
C. Materials furnished by the Office of Education shall be used only by the contracting site. Materials shall not be loaned to another site or individual;
D. United States copyright and online resource licensing provisions shall be observed.



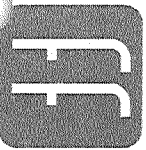
Administrator
Loleta Union School District

Date: 6/10/20

Chris Hartley, Ed.D, Superintendent
Humboldt County Office of Education

Date: _____

Payment due upon receipt of invoice from HCOE Business Office.



FireFly Computers
1271 Red Fox Road
Saint Paul, MN 55112
fireflycomputers.com

Quote #: E000029216

Jleta Elementary School

Demetrius Distefano

demetrius@ferndaletech.com

Customer Number	Quote Date	Expiration Date	Terms
83646	8/7/2020	9/6/2020	Net 30

Adrianna Juscak

Direct: 612-808-9399

Fax: 612-392-2155

Email: adrianna.juscak@fireflycomputers.com

Contract Details:
No Contract

Quantity	Item	Unit Price	Extended Price
50	HP Chromebook 11A G8 EE - 11.6" HD Anti-glare Display (1366 x 768) - AMD A4-9120C Dual-Core - 4 GB DDR4 SDRAM - 16 GB eMMC - 2 x USB 3.1 Type-A - 2 x USB 2.0 Type-C - Chrome OS - WiFi + BT - 1-Year Depot Warranty	215.00	10,750.00
50	Google Chrome Education Upgrade	25.00	1,250.00
50	CALCD Recycling Fee - Less than 15" CALCD Recycling Fee - Less than 15"	4.00	200.00

Freight Included

Sale Amount: 12,200.00
Freight: 0.00
Sales Tax: 833.13

Total Amount: 13,033.13

Ordering:

Please email purchase orders to orders@fireflycomputers.com or fax orders to 612-392-2155

Terms And Conditions:

Prices reflect a 3% discount for cash/check payment. Credit card payment is accepted without discount. This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Questions:

If you have any questions regarding this quote, please feel free to contact your FireFly Account Manager listed above at your convenience. We pride ourselves on providing you a quick response.

District Counter Proposal 7.16.20

Loleta Elementary Job Description

Job title	<i>Business Services Clerk</i>
Reports to	<i>Administrator: Superintendent/Principal</i>

General Description

This is the highest-level classified clerical position, primarily responsible for employee payroll, accounts payable, budgets, purchasing and State mandated reports. As a clerical position, the Business Services Clerk may be required to coordinate and assist with work performed by the Office Secretary and/or Receptionist, as necessary.

Duties and responsibilities

1. As necessary, coordinates with Superintendent/Principal, Office secretaries and receptionist to help create and maintain systems and procedures to ensure that the district office functions effectively and efficiently.
2. Responsible for tracking and accounting for personnel attendance and communicating such information to the Superintendent/Principal.
3. Responsible for all aspects of payroll including distribution of monthly checks.
4. Responsible for all local, state and federal reporting including, but not limited to Attendance/Enrollment, SIS, CALPADS, PBIS/SWIS, and creating reports for federal budget accounting/reporting.
 - o Attends trainings as necessary.
5. In collaboration with the Cafeteria Manager, ensures data related to the National School Meal Program including but not limited Community Eligibility Provision (CEP) and fresh Fruit and Vegetable Program (FFVP) is maintained and meets federal requirements.
6. Responsible for sorting and distributing mail.
7. Follow procedures to submit monthly CNIPS claims for reimbursement.
8. Responsible for ordering and tracking purchase orders. Ensure that all faculty and staff orders are placed, received, documented and distributed in a timely manner.
9. Works closely with the Superintendent to monitor the budget and appropriate funds and funding sources for purchases.
10. Responsible for all aspects of Accounts Payable/Receivable, ensuring that all bills and obligations are paid on a timely basis.
11. Maintain all record keeping of revolving checking account.
12. Steps in, as needed, to assist the office team with telephone coverage in a professional and friendly manner.
13. Other duties related to the framework of this job description as assigned.

Qualifications

Required Qualifications

- Must have a high school diploma.
- Experience and skill necessary to function at the highest clerical levels.
- Cleared TB test.
- Valid CPR certification.
- Ability to pass a criminal background check.

Desired Qualifications

- 3 or more years of clerical experience.
- Have the ability to attend meetings and travel if necessary.

- Possess the ability to communicate effectively, both orally and in writing with staff, faculty, parents and community at large on a regular basis.
- Ability to work cooperatively with Admin, Office Manager and staff.
- Excellent computer skills with working knowledge of Excel, Microsoft Word, Google Drive programs, and the ability to learn the School Information System (SIS).
- Demonstrated ability to work under pressure and deadlines.
- Demonstrates ability to work with diverse populations.
- Demonstrates good judgment, is approachable and professional in attitude and demeanor.
- Demonstrates ability to respect and maintain confidentiality of student and staff records, conversations, and activities.

Working conditions

This position works in an office environment that will require being sedentary for long periods of time.

Physical requirements

Spends the majority of the day sitting at a desk on a computer screen.

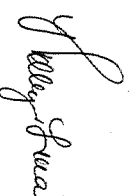
Uses computers, projectors, TV, other technology which requires a ten forced to lift or pull. When working with equipment, it may be necessary to forward bend, squat, and /or kneel.

Must sit on an occasional or frequent basis, being able to remain in a stationary position 50% of the time. This is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc. either occasionally or frequently, depending on the day. May occasionally have to climb on or balance on counters, stepladders, or chairs.

Approved

Approved by:	
Date approved:	
Reviewed:	

Ideally, this job description should be reviewed annually and updated as often as necessary.



7/23/2020

Salary Range: New Range VIII (See Attached)

Loleta Elementary Job Description

Job title	<i>Office Secretary</i>
Reports to	<i>Administrator: Superintendent/Principal</i>

General Description

Under the supervision of the site administrator or designee, the Office Secretary works in coordination with the Confidential Secretary to see to the day to day functions of a busy school office. The core functions of this position are front-line reception duties, student enrollment and registrar duties, daily student attendance and reporting and data entry such as immunizations. This position requires the ability to multi-task with interruptions of walk-in traffic while maintaining a friendly and professional office environment.

Duties and responsibilities

1. Maintain a presence in the office to ensure that lines of communication remain open to parents, community and staff.
2. Answer phones and provide aid to walk-in students, parents and the public.
3. Work with families to complete registration, free-lunch eligibility forms, immunizations, lice abatement and all other required paperwork.
4. Responsible for enrollment of new students and disenrollment of exiting students in the SIS.
5. Responsible for tracking and entering daily student attendance reporting documents and calling the homes of any absent students to verify absence.
6. Process weekly attendance audit reports and collect signatures from teachers.
7. Data entry of all necessary student information; sharing information with Business Services Clerk.
8. Update and maintain student CUM files, responsible for sending to and receiving from other districts and ensuring confidential storage.
9. Arrange for Student Success Team meetings, Conferences and confirm with all stakeholders.
10. Maintain public school calendar and website information monthly.
11. Maintain social media presence and responses.
12. Track process inter-district transfer requests.
13. Gather, record, file and maintain Independent Study study contracts in the auditing file.
14. Provide assistance to teachers and staff as necessary.
15. Monthly Newsletter copy and distribute (in multiple forms) the monthly newsletter and other correspondence as necessary and file Google Drive.
16. Responsible for temporary key check out to subs, visitors, employees and maintaining log, ensuring they are returned.
17. Bus Tickets processing, including calls to parents as necessary.
18. Confirm Behavior Tracking Forms are entered in SWISS and enter if necessary.
19. Responsible for sorting and distributing mail.
20. May assist administration in the training of other clerical staff.
21. Keep a school calendar of meetings, training, events etc.
22. Manage and maintain Facebook and One Call Now admin accounts, assign access for marketing/advertising with the Confidential secretary.
23. Coordination of meeting space for staff and "Facility Use" paperwork from community groups as necessary.

24. Responsible for office equipment such as copy machines, fax and printers.
25. Other duties related to the framework of this job description as assigned.

Qualifications

Required Qualifications

- Must have a high school diploma.
- Experience and skill necessary to perform assigned duties.
- Cleared TB test.
- Valid CPR certification.
- Ability to pass criminal background check.

Desired Qualifications

- 1 or more years of clerical experience.
- Knowledge of Excel, Google Drive programs, and the ability to learn the School Information System (SIS).
- Possess the ability to communicate effectively, both orally and in writing with staff, faculty, parents and community at large on a regular basis.
- Ability to work cooperatively with Admin, Office Manager, staff and parents.
- Demonstrated ability to work under pressure and deadlines.
- Demonstrates ability to work with diverse populations.
- Demonstrates good judgment, is approachable and professional in attitude and demeanor.
- Demonstrates ability to respect and maintain confidentiality of student and staff records, conversations, and activities.

Working conditions

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust. Noise level is moderate to load. Wide variety of clients some of which may be challenging.

Occasional evening and/or weekend work, only with over time approval.

Physical requirements

Spends the majority of the day standing, sitting and walking around the office, school and outside which involves stairs with multiple steps.

Uses computers, projectors, TV, other technology which requires a ten forced to lift or pull. When working with equipment, it may be necessary to forward bend, squat, and /or kneel.

Must sit on an occasional or frequent basis, being able to remain in a stationary position 50% of the time. This is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers,

scissors, staplers, etc. either occasionally or frequently, depending on the day. May occasionally have to climb on or balance on counters, step-ladders, or chairs.

Approved

Approved by:	
Date approved:	
Reviewed:	

Ideally, this job description should be reviewed annually and updated as often as necessary.

Loleta Elementary Job Description

Job title	<i>Receptionist</i>
Reports to	<i>Administrator: Superintendent/Principal</i>

General Description

Under the supervision of the Superintendent/Principal, the receptionist is an entry-level clerical position that works in coordination with the Confidential Secretary and Office Secretary to see to the day to day functions of a busy school office. The core functions of this position are front-line reception duties, simple clerical tasks, daily student attendance, data entry and special projects. This position requires the ability to multi-task with interruptions of walk-in traffic, while maintaining a friendly and professional office environment and practicing restorative procedures.

Duties and responsibilities

1. Maintain a presence in the office to ensure that lines of communication remain open to parents, community and staff. Answer phones and provide aid to walk-in students, parents, staff and the public.
2. Work with and assists families in completing registration and all other required paperwork. Sharing current school information with all visitors.
3. Assist in tracking and entering daily student attendance reporting documents and calling the homes of any absent students to verify absence.
4. Assist in the process of weekly attendance audit reports and collect signatures from teachers.
5. Data entry of various types for various requestors.
6. Scanning, FAXing, Copying and filing as needed.
7. Organizing office supplies, inventory and assisting in keeping the entire school organized and the established systems functioning.
8. Maintain the integrity and timeliness of all Bulletin Boards.
9. Assist in updating and maintaining student CUM files, responsible for sending to and receiving from other districts and ensuring confidential storage.
10. Provide assistance to teachers and staff as necessary.
11. Other duties related to the framework of this job description as assigned.

Qualifications

Required Qualifications

- Must have a high school diploma.
- Experience and skill necessary to perform assigned duties.
- Cleared TB test.
- Valid CPR certification.
- Ability to pass criminal background check.

Desired Qualifications

- 1 or more years of clerical experience.
- Knowledge of Excel, Google Drive programs, and the ability to learn the School Information System (SIS).

- Possess the ability to communicate effectively, both orally and in writing with staff, faculty, parents and community at large on a regular basis.
- Ability to work cooperatively with Admin, Office Manager, staff and parents.
- Demonstrated ability to work under pressure and deadlines.
- Demonstrates ability to work with diverse populations.
- Demonstrates good judgment, is approachable and professional in attitude and demeanor.
- Demonstrates ability to respect and maintain confidentiality of student and staff records, conversations, and activities.

Working conditions

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust. Noise level is moderate to loud. Wide variety of clients some of which may be challenging.

Occasional evening and/or weekend work, only with over time approval.

Physical requirements

Spends the majority of the day standing, sitting and walking around the office, school and outside which involves stairs with multiple steps.

Uses computers, projectors, TV, other technology which requires a ten forced to lift or pull. When working with equipment, it may be necessary to forward bend, squat, and /or kneel.

Must sit on an occasional or frequent basis, being able to remain in a stationary position 50% of the time. This is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc. either occasionally or frequently, depending on the day. May occasionally have to climb on or balance on counters, step-ladders, or chairs.

Approved

Approved by:	
Date approved:	
Reviewed:	

Ideally, this job description should be reviewed annually and updated as often as necessary.

Loleta Elementary Job Description

Job title	<i>Confidential District Secretary</i>
Reports to	<i>Administrator: Superintendent/Principal</i>

General Description

Under the supervision of the site administrator or designee, the Confidential District Secretary is primarily responsible for all tasks related to employer-employee relations such as personnel discipline and grievances and other human resources duties.

Duties and responsibilities

1. Serves the school, including teachers and school leaders by handling day-to-day questions and helping resolve work-related problems.
2. Maintain employee records and confidential personnel files.
3. Responsible for Health & Welfare benefits enrollment and assistance to employees and retirees.
4. Liaison with JPA for Health & Welfare
5. Responsible for tracking and processing staff incident reports and filing the necessary paperwork for Workers Comp.
6. Responsible for preparing annual employee contracts and any new employees and/or updates needed.
7. Responsible for properly posting job vacancies locally/on site, through HCOE and other outreach.
8. Draft and update job descriptions; assists in classifying positions and/or reclassifying positions as needed.
9. Responsible for maintaining a substitute staff contact list and for calling substitutes.
10. Responsible for new Employee intake and exiting, orientation packets, key checkout/return and District presentations/trainings.
11. Collect, file, monitor and maintain school volunteer documents in Volunteer Folder.
12. Assist in communicating organizational policies and procedures; promotes understanding within the organization and across school operations.
13. Assists Admin with planning and facilitating staff development training and meetings.
14. Creates and maintains lists for student contact and first day packets. Coordinates with Business Services Clerk to share and update information for all databases.
15. Track certificated credentials for permanent and substitute teachers.
16. Responsible for receiving employment applications and organizing interviews.
17. Responsible for DOJ reports and background checks as necessary and required by law.
18. Receive, track, process and file all employee grievances.
19. Track, process and file all employee discipline.
20. Assists Admin in the preparation of Board agendas/packets and post as required.
21. Maintain the highest level of confidentiality within the office, amongst school employees and the public.
22. Other duties related to the framework of the job description as assigned.

Qualifications

Required Qualifications

- Must have a high school diploma.
- Experience and skill necessary to perform assigned duties.

- Cleared TB test.
- Valid CPR certification.
- Ability to pass a criminal background check.

Desired Qualifications

- 3 or more years of clerical experience.
- Have the ability to attend meetings and travel if necessary.
- Possess the ability to communicate effectively, both orally and in writing with staff, faculty, parents and community at large on a regular basis.
- Ability to work cooperatively with Admin, Office Manager and staff.
- Excellent computer skills with working knowledge of Excel, Microsoft Word, Google Drive programs, and the ability to learn the School Information System (SIS).
- Demonstrated ability to work under pressure and deadlines.
- Demonstrates ability to work with diverse populations.
- Demonstrates good judgment, is approachable and professional in attitude and demeanor.
- Demonstrates ability to respect and maintain confidentiality of student and staff records, conversations, and activities.

Working conditions

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust. Noise level is moderate to load. Wide variety of clients some of which may be challenging.

Occasional evening and/or weekend work, only with over time approval.

Physical requirements

Spends the majority of the day standing, sitting and walking around the office, school and outside which involves stairs with multiple steps.

Uses computers, projectors, TV, other technology which requires a ten forced to lift or pull. When working with equipment, it may be necessary to forward bend, squat, and /or kneel.

Must sit on an occasional or frequent basis, being able to remain in a stationary position 50% of the time. This is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc. either occasionally or frequently, depending on the day. May occasionally have to climb on or balance on counters, step-ladders, or chairs.

Approved

Approved by:	
Date approved:	
Reviewed:	

Ideally, this job description should be reviewed annually and updated as often as necessary.