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

Agenda Item 8.4.1

Board of Education Action Item
October 12, 2021

Topic:
Consideration/Annual Review of the Safe Schools Plans for Madera County Superintendent of Schools.

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

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

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

Financial Impact:
None

Resource:
Jessica Drake
Assistant Executive Director
Student Program & Services

Fred Cogan
Director
Career Technical &
Alternative Education Services

Recommendation:
It is recommended the Board approve the changes made to the 2021/22 Safe Schools Plan for the Madera County Superintendent of Schools

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Madera County Superintendent of Schools
Comprehensive School Safety Plan Committee Members
2021- 2022

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

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

Core Planning Committee members include:
Alan Macedo
Jason Peterson
Kellie Stiles
Lisa Moreno
Fred Cogan
Hugo Sanchez
Jacklyn Jones
Jessica Drake
Joseph Casarez
Kim Linderholm
Opie Riar
Scott Ellingson
Tanya Hill
Yolanda Lua

Special Education/Gould Educational Safe School Committee members include:
Alex Manriquez
Blanca Castillo
Gabriela Garibay
Jason Peterson
Jessica Drake
Joseph Casarez
Kim Linderholm
Mark Parrott
Gloria Torres

Opie Riar
Robbie Aledo
Tanya Hill
Yolanda Lua

Career and Alternative Education Services Safe School Committee members include:
Hugo Sanchez
Jose Espinoza
Alan Macedo
Elizabeth Sanchez
Fred Cogan
Scott Ellingson
Diane Romero
Rita Navarro
Ruby Horta

Ingress and Egress
2021-2022

General Procedures

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

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

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

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

Substitutes
Substitutes are to check-in with site administrators. Information on substitutes is available through the Frontline Absence Management System. A report can be obtained from the Human Resources office.

Procedures Specific to School Sites and Programs
Pioneer Technical Center – Chowchilla
PTC – Chowchilla is located adjacent to Gateway Alternative high school. When arriving to classrooms (3 single classrooms), all visitors are met by a staff person. All students

arriving to school are met by a staff person at classroom doors. All students leaving school must have permission from parent/guardian and are signed out by proper school personnel or parent/guardian.

Pioneer Technical Center – Madera allows students to enter through the main office located on the north side of the administration building and exit through the front gate located between room 9 and the main office. Students may park in any of the designated parking lots in the north or west parking lots of the school.

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

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

Madera County Independent Academy-(MCIA) allows students to enter through the front office located on the south side of the building and exit through the same entrance. Parents may park in any of the designated parking lots in the east or west parking lots of the school. Students are not allowed to loiter in the front office before school starts or afterschool as other students are waiting for their respective appointments. All students must enter the school immediately after being dropped off by car, bus or by walking. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or signed out or until a parent or guardian picks them up to go home.

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

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

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

Chowchilla Union High School District
Chowchilla Union High School

Golden Valley Unified School District
Liberty High School

Madera Unified School District
Berenda
Desmond
Howard
Madera High School
Madera South High
Millview
Nishimoto
Parkwood

Yosemite Unified School District
Coarsegold
Yosemite High School

Forms:

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

Student Sign-Out Sheet

School ID	Teacher	Grade	Room	Date

Student Name	Release to	Relation to Student	Clearance I.D.	Parent/Guardian Signature	Time	Destination

RELEASE OF MINOR TO PEACE OFFICER

Name of Minor	Parent/Guardian
Address	
Home Phone Number	**Cell Phone Number**
Date and Time	**Minor Taken To**
Reason	

Parents are to be notified by the peace officer.

I am taking temporary custody of the above minor:

_____ _____

Peace Officer Name (Print) Peace Officer Signature/Date

Safe Schools Plan
Apollo Campus
2021 - 2022

Introduction

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

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

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

Individual Counseling Services support Special Education Students throughout Madera County. The program has three Licensed Marriage and Family Therapists and three clinical interns. All clinicians are trained in several evidenced-based therapy modalities. They use Trauma-Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day or may be seen on-site at the Apollo Campus. Current caseloads reflect that 60 students are being provided services.

Parent-Child Interaction Therapy (PCIT) services are provided in the Counseling Center. Therapy is for students 2 through 7 years of age with either an IFSP or IEP. PCIT is an intensive treatment program designed to help both parent and child improve their relationship and teach parents the skills necessary to manage their child's severe behavior problems. The program is supported by a team of two clinicians. Parent and child receive services in the playroom which is separated by a one-way mirror. Parent wears an earbud which allows the parent to hear the directions from the clinician located in the observation room.

Support Services Program: Services are provided by a Board-Certified Behavior Analyst (BCBA) and a School Psychologist who are supported by three Registered

Behavior Technicians (RBT). Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom Strategies, and Mental Health Staff Trainings to the school districts within Madera County. Behavior Technicians also provide social skills groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management, and conflict resolution. This program currently providing services for 20 students.

Genesis Day Treatment Program consists of two classrooms providing services for students grades 5 through 8, and grades 9 through 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. Each classroom is at capacity with 8 students. Special Education Students are eligible under a primary disability of Emotional Disturbance and are referred to this program by the IEP team and district administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer pressure, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through their psychological issues. The Apollo Campus also houses one Adult Transition Program (ATP) ages 18 through 22 that consists of one Teacher and two Instructional Aides.

Section I
Safe Schools Planning Team

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

- Dani Little, Program Coordinator
- Jessica Drake, Executive Director, Student Programs and Services
- Rita Sepulveda, School Psychologist
- Kelly Hukill, Senior Secretary
- Kesha Harbin, Health Aide
- Yesenia Cazares, Special Education Teacher
- Kassandra Boehm, Parent
- Carmina Montes, Classified Staff
- Jason Peterson, Program Director

Section II
Mission/Vision

Mission

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

Vision

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

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

Mental Health Services Programs
Mission

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

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

Section III
Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 77% of staff members feel that the school is well protected from potential crime; 93% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; 87% feel that administration and staff show respect, consideration, and sensitivity to students and parents; 100% feel that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have steadily decreased with 8 suspensions in the first year of service to 0 in 2020-21. This can be attributed to better screening for

appropriate students for the program, and the use of in-school suspension as an alternative to out-of-school suspension.

Section IV
Component 1
People and Programs/ School Climate

1. **Areas of pride and strength:**
   All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

   Mental Health Services has shown steady growth since its inception in the 2010-2011 school year. In our inception year, the programs served 22 students county-wide. At the end of the 2020-21 school year, the Mental Health Services Program has served more than 1,000 students county-wide.

   Mental Health Services staff has increased to meet the needs of the Madera County's students. The first year at the Apollo Campus, Mental Health Services had 12 staff members. In 2020-21 the Apollo Campus has decreased from 28 to 26 staff members. All staff is committed to our students, work well as a team, and support each other daily.

   The Apollo Campus houses twenty-six (26) employees consisting of:

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

   Day Treatment students are provided Group Therapy three times a day, Individual Therapy one time a week, and Behavior Intervention daily. Groups and Individual Therapy is provided by a Board of Behavioral Sciences Licensed Mental Health

Clinician. Students have access to the clinician full-time in the classroom and who provides support during academics and community activities. Students also have access to their primary therapists who visit the school for weekly sessions. Day Treatment Clinicians collaborate with primary therapists to ensure students are being supported according to developed treatment plans.

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

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

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

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

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

2. **Areas needing Improvement:**
   Due to increased need in the Districts, the Day Treatment Program needs to expand to provide support to younger students.

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

Goal 1:
Identify students in the Districts that are in grades 3 through 5 that, based on suspension rates, threat assessments, and hospitalizations, would have increased access to education with the supports that the Day Treatment Program provides.

3. **Related Activities:**
Correlate data that reflects the areas of need and present proposal to Administration.

Component 2
Physical Environment

1. **Areas of pride and strength:**
An area of strength for the Apollo Campus is that it is a small, segregated campus, environment to work on coping skills to manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all of our mental health programs, providing easy access for all Day Treatment students.

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

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

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

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

2. **Areas needing improvement:**
   Create a policy to secure all gates on campus.

Safe Schools Plan
Career and Alternative Education Services (CAES)
2021-2022

Introduction

Endeavor and Voyager Schools

The Madera County Superintendent of Schools operates two educational programs inside Juvenile Hall in partnership with the Madera County Department of Probation. These programs-Endeavor Secondary and Voyager Secondary Schools are designed for students under court supervision, and serves students grades 7-12.

Both the Endeavor and Voyager Programs are fully accredited by the Western Association of Schools and Colleges (WASC). The curriculum used for instruction is aligned to the State Frameworks and Content Standards. High school students are able to earn credit toward graduation and develop employment skills. Students completing the program can graduate within the program, transition back to their district of residence, attend college, or begin finding success in the world of work after their release from incarceration.

Pioneer Technical Center – Charter School

Pioneer Technical Center, accredited by WASC and previous winner of the Golden Bell Award in the "Invigorating High Schools" category, is a public high school under the Charter Section of the California Education Code. Currently Pioneer Technical Center operates two campuses: one in Madera, serving students grades 9–12, and one in Chowchilla, serving students grades 5-12.

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

Students have opportunities to participate in numerous school activities including sports, field trips and community involvement. Students attending Pioneer Technical Center come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

Madera County Independent Academy

The mission of Madera County Independent Academy is to broaden educational choices and opportunities for students and families living in Madera County and surrounding areas. The instructional method emphasizes the whole child and frames its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.
Madera County Independent Academy accepts applications for enrollment from any student qualified by the State Charter School Law. The targeted student population

consists of educationally disadvantaged students grades K-8. Students attending Madera County Independent Academy come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

Section I
Safe Schools Planning Team

The Safe Schools Planning Team includes the following:

- Fred Cogan, Executive Director, Career Technical and Alternative Education Services
- Hugo Sanchez, Program Director, Career Technical and Alternative Education Services
- Alan Macedo, Program Director, Career and Alternative Education Services
- Scott Ellingson, Principal, Pioneer Technical Center
- Jose Espinoza, Administrative Assistant II
- Elizabeth Sanchez, School Administrative Assistant
- Diane Romero, Senior Secretary
- Rita Navarro, Senior Secretary
- Ruby Horta, Senior Secretary

Section II
Mission/Vision

Alternative Education Programs

Mission

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

Vision

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

Pioneer Technical Center

Mission

Pioneer Technical Center provides all students of Madera County opportunities, experiences, and academic preparation so all students can successfully contribute to the global community. Students of Pioneer Technical Center will achieve and demonstrate mastery of core academic subjects in addition to Career Technical

Education. Pioneer Technical Center combines the support of parents, educators, and community resources to develop students with integrity and ambition.

Vision

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

Madera County Independent Academy

Mission

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

Vision

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

Section III
Data

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

An LCAP parent survey for each of our three school sites yielded feedback including the following average percentages during Spring 2021: 84.3% of parents "Agreed" or "Definitely Agreed" that the school is a safe place for their children. Additionally, 90.0% of parents surveyed "Agreed" or "Definitely Agreed" that their child felt respected at school by staff and teachers. Furthermore, 93.0% of parents "Agreed" or "Definitely Agreed" that they were valued as a parent or guardian by their child's school staff.

As the Career and Alternative Education Services Safe Schools Plan is currently implemented, administration and the committee will work closely with the Madera County Superintendent of Schools School Safety Committee to ensure the site plan is aligned to the office-wide Emergency Preparedness Plan and resources are available and allocated appropriately. The Career and Alternative Education Services administration and staff will work closely with Maintenance/Operations staff to make

certain that schools remain in excellent physical condition, repairs are completed in a timely manner, and supplies for an emergency are well stocked.

Section IV
Component 1
People and Programs/School Climate

1. **Areas of pride and strength:**
   All staff members are committed to ensuring our schools grow in positive ways. The expectations for student achievement are high, and well known. All staff members genuinely care for the students they serve, and demonstrate positive attitudes. Working as a team, staff members are motivated and creative in planning instruction and activities that meet students' needs. Staff members support one another when immediate attention is needed in response to a crisis with a student such as a medical concern or behavioral outburst occurs.

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

3. Results of 2020-2021 school year:

   a. **Outcomes of 2020-2021**
      - Provided ongoing training to staff on school safety and Suicide Prevention
      - Held Pregnant Parenting Conference in November (Virtual)
      - Made Dial-A-Ride tickets available to students in danger of being victimized while walking to and from school (Dial-A-Ride suspended door to door services during COVID-19 Pandemic)
      - Utilized MCSOS van to transport students in times of direct safety concerns and to conduct student attendance welfare checks during COVID-19 Pandemic
      - Conducted Trauma-Informed Safety Practices Training with all staff members
      - Human Resources conducted Social-Emotional Learning Training with all staff members
      - Developed and employed Social-Emotional Check-in Protocols for use with students
      - Developed and employed IT Hotline for use by students and parents
      - Distance Learning Playbook training was held for staff members and parents
      - COVID-19 Return to School Safety Training
      - Personal Protective Equipment (PPE) Program offered for all employees and students during 2020-21

- Maintenance team employed COVID-19 safety protocols for cleaning, sanitizing, and disinfecting
- CAES Administrators and Academic Counselors conducted monthly SEL check-ins at student homes for students not staying connected to school programs
- Continued to use staff affidavits and student health screenings including temperature checks for all students
- Madera County Public Health Department offered staff vaccinations for all employees
- Utilized safe drop off boxes for student work packets and appropriate quarantine practices for all packets at all CAES sites
- Continuance of work toward LCAP goals by using LCAP Surveys with staff members, students, and parents

4. School Year 2021-2022:

   Goals:

   - Continue to use effective safety protocols for all students and staff members specific to COVID-19 Pandemic
   - Continue to train staff members on Social-Emotional Learning protocols and strategies for use in assisting students with academic and social/emotional needs and success
   - Continue to train staff to be more aware of weapons on campus and to work on early detection and identification of students who might be carrying a weapon.
   - Continue group counseling for students to help understand the danger or carrying a weapon, using a weapon, and the legal ramifications of carrying weapons on campus.
   - Continue teen parenting workshop at the Madera County Superintendent of Schools Conference Center. The “Trio Babies” will be used in addition to approximately five other breakout areas including; nutrition, child abuse, how to parent, brain development, and drug and alcohol use during pregnancy
   - Continue to focus on Positive Growth Mindsets structures for decreasing student discipline
   - Continue to work on establishing a Peer Counseling program and training of a new set of students to help counsel other students
   - Continue implementation of Common-Core Standards to develop student’s critical thinking skills in making better choices.
   - To train all students and parents in identification of bullying, it’s harmful effects, and how to negative situations
   - More consistent communication with students on absences and behavior expectations and use of attendance protocols
   - Continue executing practice safety drills including fire, lock down, and earthquake preparedness

5. **Evaluation:**

   Successful achievement of these goals will be measured by:

- The results of the Career and Alternative Education Services Safe School Survey to be administered once per year
- The results of the California Healthy Kids Survey every two years (not used during COVID-19 school closure but will be used during 2021-2022)
- Observation of school disciplinary issues and reports
- Staff, parent, and student concerns raised with Administration
- Peer Counseling reports
- Use of STOPit School Reporting Tool
- Develop Parent Action Committee (PAC) as an information conduit for improving school programs
- School Site Council (SSC)
- District English Learner Advisory Committee (DELAC)
- WASC Accreditation surveys to students, parents, and staff
- Madera County Probation Department updates
- Continue to use CAES Climate Surveys
- Informal and Formal Parent meetings

Component 2
Physical Environment

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

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

CAES campuses are attractively landscaped and well maintained. Campuses have areas for student recreation and sports activities. Chain-link fences surround most of our campuses to ensure student safety. Cameras are installed on all campuses to insure safety for students and staff. While cameras are not actively monitored, video feed is available if the need arises to review. CAES parking lots have adequate lighting and parking spaces.

Section V
Disaster Response
See Tab

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

Section VI
Dissemination Process

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

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

Section VII
Progress and Revision

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

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

Safe Schools Plan
Early Education Center (EEC)
2021-2022

Introduction

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 1105 S Madera Ave in Madera CA 93637. We re-opened the Early Education Center on July 9, 2021 for the FY 2021-22 and began serving families to meet their childcare needs since the shut down in March of 2020. The program provides School Readiness/Preschool. EEC Full Day provides childcare services to children 18 months to five years old. The Early Education Center-Part Day program re-opened its doors on August 9, 2021 and began serving families with preschool services.

The Early Education Center (EEC) - part day site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. The Early Education Center - full day program houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and an EEC main office. Each classroom has preschool restrooms equipped with toilets and sinks that exceeds the ratio requirement for Community Care Licensing. The campus features two large Licensing approved play structure designed for preschool children and each area is separated by chain-link fencing. Both playgrounds have their own shade structure and a secure chain link fence around the perimeter of the campus to ensure student safety.

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

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

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

Goals for Child Growth:

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

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

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

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

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

Section I
Safe Schools Planning Team

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

- Jacklyn Jones, Program Director
- Dianna Marsh, Assistant Superintendent, Educational Services
- Lorena Rivera, Early Childhood Education Technician

- Luz Barragan, Program Administrative Assistant
- Sandra Alvarez, Early Childhood Education Teacher
- Mee Yang, Parent

Section II
Mission/Vision

Mission

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

Vision

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

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

Section IV
Component 1
People and Programs/ School Climate

1. **Areas of pride and strength:**

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

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

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

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

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

Partnership with First 5 Madera County –

The Madera County Superintendent of Schools partnered with First 5 Madera County and the Tzu Chi Vision Mobile Vision Clinic to offer a pre-vision screening in February 2021 for all preschool children attending the MCSOS Early Education Center Full Day Preschool Program. Once children were screened, those who were identified as having possible vision problems or at risk of vision problems were scheduled for a full eye exam on May 20, 2021 and fitted for glasses if needed. 62 children participated in the pre-vision screening where 14 preschoolers were identified as needing a full eye exam. Once completing the full eye exam, glasses were made on site for children who needed them. EEC teachers noticed an immediate difference in their student's academic and social interactions in the classrooms. "My student walked into class with his new glasses and it was like he was seeing all the artwork, pictures, and posters for the first time! We all teared up, it was beautiful!" Sandra Alvarez, Room 2 ECE Teacher. The MCSOS Preschool Program is excited to continue this partnership on an annual basis to ensure that all preschool children in our program can see the world clearly.

2. Areas needing Improvement:

Goal 1:
Continue to provide families with information about COVID-19 and locations where vaccines and testing is available. Work closely with Community Care Licensing, the Madera County Public Health Office, and MCSOS administration to ensure all health and safety measures are being met.

Goal 2:
Strengthen communication with parents and provide an online system/web-based portfolio where parents can access information about their child's education and developmental progress.

Component 2
Physical Environment

1. **Areas of pride and strength:**
   The Madera County Superintendent of Schools saw a need for full day preschool and child care services for the parents in our community. At the inception of our program MCSOS provided child care and high-quality school readiness education to approximately 100 children and family support services to their parents/guardians. To continue this worthwhile investment, MCSOS dedicated to expand services to more members in our community by building The Early Education Center Full Day CSPP campus which is licensed to serve 136 toddler and preschool children and their families. This campus consists of six classrooms and one office building that includes a parent/teacher resource room. The campus also includes a meeting room for speech and other individualized services for students housed on this campus. Additionally, this campus has two age appropriate playground structures and outdoor play space for all children to access. Accommodations have been made to these structures to ensure students with disabilities are able to use the equipment with the goal of full inclusion.

2. **Areas needing improvement:**
   - Parking lot safety. Ensure that all parents and staff are following the speed limit and that no child is ever left unattended in a vehicle. Provide families with information about parking lot and child safety.

   - Provide parents with a web-based portfolio to access their child's information and help with onboarding new families. Teachers, parents, and administration can use this system to better streamline enrollment, student progress, and communication.

Safe Schools Plan
Gould Education Center
2021-2022

Introduction

Gould Educational Center is a Madera County Superintendent of Schools school located in the City of Madera in the Central San Joaquin Valley. It is designed to meet the needs of students with the most significant disabilities including those identified as medically fragile.

Originally built in 1965, extensive expansion and remodeling projects began in June of 2006 and were completed during the summer of 2008. The site currently has eleven (11) classrooms, two administration buildings containing small offices, a transportation office, a multipurpose room designated for services provided by the California Children's Services (CCS), a kitchen, and two conference rooms.

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

Gould Educational Center serves approximately 100 students with severe disabilities in the eleven classroom settings. Students range in age from three to twenty-two years. Instruction focuses on functional life and pre-academic skills based upon the alternate curriculum standards adopted by the California Department of Education.

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

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

Although Gould Educational Center may serve students with the most significant disabilities, the entire staff strives to incorporate all facets of education including non-instructional opportunities such as school-wide events, seasonal parties, and parent participation. Such events that promote parent participation and celebrate student achievement include Autism Family Fun Time, Winter Event, Chowchilla Fair, Life

Games, Prom, and promotions. Parents are encouraged to take an active role in the education of their children by volunteering in the classroom, being part of the Gould Parent Club, or participating in special events.

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

- 11Classroom Teachers
- 1 School Nurse
- 1 LVN
- 3 School Psychologists
- 1 Specialist, Behavior Intervention
- 1 Speech/Language Pathologist
- 2 Adapted Physical Education Teachers
- 2 Teacher, Visually Impaired
- 2 Occupational Therapists

Classified personnel include:

- 24-34 classroom instructional assistants (fluctuates with one-on-one IA's for special circumstances, including students with significant medical needs or behaviors)
- 1 Instructional Assistant, Visually Impaired
- 6 Health Aides
- 1 COTA
- 23 bus drivers
- 1 bus dispatcher
- 2 custodians
- 1 Senior Secretary
- 1 School Administrative Assistant

Administration personnel includes:

- 1 Program Director
- 1 Transportation Manager

Section I
Safe Schools Planning Team

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

- Tanya Hill, Program Director
- Jessica Drake, Executive Director, Student Programs & Services
- Robbie Aledo, School Nurse
- Alex Manriquez, Transportation Manager
- Gabriella Garibay, School Administrative Assistant
- Opie Riar, Operations Supervisor
- Melissa Alves, Parent/Guardian
- Darryl Burton, Special Education Teacher
- Blanca Castillo, Paraprofessional

- Kim Linderholm, Senior Administrative Assistant
- Yolanda Lua, Senior Administrative Assistant
- Dani Little, Mental Health Coordinator
- Joseph Casarez, Administrator, Human Resources

Section II
Mission/Vision

Mission

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

Vision

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

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

Gould Mission

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

Section III
Data

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

Review of the goals from the 2020-2021 plan indicates the following results:

Goal 1:

- The Gould Educational Staff will continue to work together and participate in a collaborative project with the Diagnostic Center of Central California. The results of this project will result in increased student achievement and communication access. The entire school will benefit from this project by the increase in morale through student engagement.

- Teachers participate in staff development trainings and consultation services from the Fresno Diagnostic Center approximately six times per year.
- Multiple levels of communication devices were made available and utilized by staff and students both within the classroom and at home.
- A Speech and Language Pathologist- Assistive Technology Specialist provided coaching and support within the classroom to provide quality classroom support.
- Diagnostic Center continues to provide ongoing training and support to new staff.

Section IV
Component 1
People and Programs/School Climate

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

2. **Areas needing improvement:**
   Knowledge of Procedures and Decision Making: As of August 2021, approximately 50% of the classroom staff are within their first three years of teaching. Two new

teachers were added to the Gould staff in 2020/2021 and one new teacher was added in 2021/2022.

Goal 1:

- The Gould Educational Staff will participate in staff development activities that focus on school site and student procedures. The entire school will benefit from these activities by increasing their knowledge and providing consistency for students.

3. **Related Activities:**
   - Teachers will review procedures that are county-wide, school-based, and specific to students during weekly teacher meetings.
   - Information will be shared with classroom support staff during weekly classroom meetings.
   - Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
   - Monthly all-staff meetings will provide information for review and discussion.
   - Activities will be presented during monthly all-staff meetings to review prior information to ensure retention by staff.

4. **Evaluation:**
   Successful achievement of these goals will be measured by:
   - Monthly staff trainings for all staff
   - Individual, in-classroom feedback and support.
   - Program Director and Nurse classroom visits and observations

Component 2
Physical Environment

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

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

   The campus is attractively landscaped and well maintained and features one large play structure adapted for children with special needs located in the back of the school, a large grass area, and an amphitheater. A double chain-link fence surrounds the perimeter of the school to ensure student safety. In July 2021, the walkway area up by the main building had cement added to widen the path and

create a shaded area for tables to be placed. Both students and staff have accessed this additional area.

The parking lot has adequate lighting and the surface is regularly maintained and kept free of trash and debris. In September 2021, the parking lot was repainted. In 2018 - 2019 school year, an additional 6 security cameras were installed totaling 13 cameras in all. While cameras are not actively monitored, a video feed is available if the need arises to review. For the location of the cameras see appendix A. "Panic buttons" were also installed in two locations for immediate law enforcement response to a serious violent intruder.

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

2. **Areas needing improvement:**
   - Continued school improvement in the areas of maintenance and safety to ensure students and staff have a safe educational environment.
   - Develop the small-gated area immediately outside of the double door entry to the school yard. This is currently under construction. Approximately half of the area has been covered by cement to allow access for all students to the area. Sensory items have been added to the wall and hung from the ceiling area.

   Goal 1:
   - Safety improvements will be made to ensure school safety. On-going school improvement in the areas of maintenance and safety.
   - Provide and maintain yard and planter areas.

3. **Related Activities:**
   - Perform ongoing maintenance and upkeep at Gould Educational Center site to meet William's compliance expectations.
   - Provide on-going maintenance of flower beds and planters throughout the school.
   - Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency.
   - Solicit input from all staff for area that would benefit students.
   - Installation and completion of materials to develop student area.

   Goal 1:
   - Madera Rotary Club has purchased and plans to develop the small gated area immediately outside of the double door entry to the school yard next to room 1. This will be a sensory area for all students to access.
   - California Department of Corrections and Rehabilitations provided a grant to purchase various items such as additional shading for the sensory area, a buddy bench, and musical items that can be used on the playground for all students.

4. **Evaluation:**
   Successful achievement of these goals will be measured by:
   - Successful William's visit evaluation
   - Monthly drills for fire and lock down procedures
   - Completion and utilization of student area.

Section VI
Dissemination Process

The Gould Educational Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. A letter will be sent to the families of all Gould students, informing them that the Safe School Plan is available for viewing within the main office area of Gould as well as on the Madera County Superintendent of Schools website.
In accordance with California Education Code, section 35294.2 [e] an updated file of all safety- related plans and materials shall be readily available for inspection by the public.

Section VII
Progress and Revision

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

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