

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
February 14, 2024
6:00 p.m. Closed Session
6:30 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

1. CALL TO ORDER

2. ROLL CALL

3. PLEDGE OF ALLEGIANCE

4. APPROVAL OF AGENDA

5. APPROVAL OF MINUTES

A. January 10, 2024 Regular Meeting

6. PUBLIC COMMENT – Anyone wishing to address the Board on Items listed under Closed Session on the agenda may do so at this time. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957
2. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957

If Closed Session is not completed before 6:30 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

7. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION

8. PARENT ASSOCIATIONS REPORTS

9. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS

10. STUDENT REPRESENTATIVE REPORTS

A. ASB

B. FFA

11. PUBLIC COMMENT - Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

12. REPORTS - Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities

A. DEAN OF STUDENTS' REPORT:

B. RES/MIDDLE SCHOOL PRINCIPAL'S REPORT:

C. HIGH SCHOOL PRINCIPAL'S REPORT:

D. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT:

E. SUPERINTENDENT'S REPORT:

F. CBO'S REPORT:

G. BOARD MEMBER REPORTS:

13. CONSENT AGENDA - All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

A. Approve Inter-District Agreement Request(s) for the 2023-2024 and 2024-2025 school years

B. Approve AP Vendor Check Register and Purchase Order Listing January 1, 2024 – January 31, 2024

14. ACTION ITEMS

A. Approve Revised College and Career Access Pathways Partnership Agreement with Butte-Glenn Community College District

B. Approve attendance at the 2024 Convergence conference for Speech and Language Pathologist, Melissa Green. Funding of \$1,615.79 will come from Medi-Cal Billing Resource.

C. Accept Agricultural Career Technical Education Incentive Grant in the amount of \$14,497

D. Approve overnight field trip for the 2024 FFA State Leadership Conference in Sacramento

E. Approve the Biggs Elementary security fences amended expenses in the amount of \$31,400

F. Approve Annual Certification of Temporary Athletic Coaches:

The Board is certifying to the State Board of Education that the walk-on coaches have been properly certified. Administration assures the Board that all coaches have been hired according to the Title 5 regulations.

G. Approve updated Safety Plans for Biggs Elementary School, Biggs High School, and Richvale Elementary School

15. PERSONNEL ACTION

A. Approve Deanna DeLany as a Substitute Instructional Aide

B. Approve Crystal Haury as a Certificated Substitute Teacher

- C. Approve Julie Clark as a Certificated Substitute Teacher
- D. Approve Donna Cyr as a Classified Substitute
- E. Approve the position of Temporary Special Circumstances Aide (6 hrs.) at Biggs Elementary School for the remainder of the 2023-2024 school year
- F. Approve Rebecca Cowan as Temporary Special Circumstances Aide at Biggs Elementary School
- G. Approve separation of probationary employee Cynthia Montes, BHS Light Maintenance/Custodian/Grounds, effective 1/24/2024
- H. Approve Marisol Topete as BHS Light Maintenance/Custodian/Grounds effective 2/1/2024
- I. Approve Mark Felkins as walk-on Assistant Softball Coach
- J. Approve Jon Smith, Kameron Smith, and Riley Rutherford as walk-on Assistant Baseball Coaches
- K. Accept Resignation/Retirement of Certificated employee Heidi Cammack effective 6/30/2024
- L. Accept Resignation/Retirement of Certificated employee Wendy Hansen effective 6/30/2024
- M. Accept Resignation/Retirement of Certificated employee Carol Frink effective 6/30/2024
- N. Accept Resignation/Retirement of Certificated employee Tammie Loftin effective 6/30/2024
- O. Approve Nora Reale as a Long Term Roving Certificated Substitute Teacher for Biggs Elementary School for the remainder of the 2023-2024 school year. ESSER funds will be utilized.

16. INFORMATION ITEMS

Pg 182-201 A. LCAP mid-year update

- B. Plan Night of the Stars. Proposed date is Wednesday, May 1st so as to not conflict with FFA and sports schedules.

Pg 202 C. Review Del Reeder Scholarship for 2024. Last year’s award was \$250 “one time”.

Pg 203 D. BCOE Superintendent’s High School Art Show 2024

17. FUTURE ITEMS FOR DISCUSSION

18. ADJOURNMENT

Notice to the Public: Please contact the Superintendent’s Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request. Agenda materials are available for public inspection at 300 B St., Biggs, CA 95917

**Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
January 10, 2024**

OPEN SESSION

CALL TO ORDER – Vice President Atteberry called the meeting to order at 6:05 p.m.

ROLL CALL - Board members present: Melissa A. Atteberry, M. America Navarro, Jonna Phillips, and Sean Avram were present. Board members absent: Linda Brown was absent at roll call but arrived shortly thereafter.

PLEDGE OF ALLEGIANCE – Vice President Atteberry lead the Pledge of Allegiance.

APPROVAL OF AGENDA – Vice President Atteberry called for the approval of the agenda.

The Board approved the agenda as presented. MSCU (Navarro/Avram) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

APPROVAL OF MINUTES – President Brown called for the approval of the minutes.

The Board approved the minutes from the Regular Board Meeting on December 13, 2023 as written. MSCU (Avram/Navarro) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

The Board adjourned into Closed Session at 6:06 p.m.

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
- 4. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**
- 5. Litigation; Pursuant to Government Code Sections 54956.9**

Closed Session was adjourned at 6:32 pm and reconvened to Open Session at 6:32 pm.

Staff Present: Doug Kaelin, Superintendent; Loretta Long, Admin. Assist. & HR Director; Analyn Dyer, CBO; Beverly Landers, Dean of Students; Tracey McPeters, 6-8 and RES Principal

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Brown announced that no action was taken in Closed Session.

PARENT ASSOCIATIONS REPORTS – None

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS - None

STUDENT REPORTS:

ASB REPORT: - None

FFA REPORT: - None

PUBLIC COMMENT- None

ACTION ITEM 13 A MOVED UP IN THE AGENDA IN ORDER TO ACCOMMODATE THE AUDITOR APPEARING VIA ZOOM – Robert T. Dennis presented his findings from the 2022-2023 Audited Annual Financial Report and fielded questions from the Board.

REPORTS:

DEAN OF STUDENTS’ REPORT: Beverly Landers read her report and submitted it for the record.

RES/MIDDLE SCHOOL PRINCIPAL’S REPORT: Tracey McPeters read her report and submitted it for the record.

HIGH SCHOOL PRINCIPAL’S REPORT: Principal Doug Kaelin is pleased with the 22.59% increase in ELA test scores, MAP score improvement, the decline of absences and suspensions, and the improvement of the dropout rate. There was not much movement in class schedules at the return of the break. A Pre-Integrated Math class was added for the spring semester. The FFA program was evaluated and received 12 commendations and only 5 recommendations for improvement. The CSF club has field trips scheduled to tour U.C. Davis and Stanford. Students qualify for CSF membership using the previous semester’s grades. Winter sports are in full swing. Biggs Wrestling will host a second meet soon. No student athletes were lost due to grades at the semester break.

M/O/T/, FOOD SERVICE DIRECTOR’S REPORT: John Strattard’s submitted report was reviewed.

SUPERINTENDENT’S REPORT: Doug Kaelin reported that there is a new LCAP template. The Governor’s budget was released today, and he and Analyn Dyer are traveling to Sacramento on January 17th to hear the presentation of the state’s budget. He is starting the work of preparing the next three years’ worth of school calendars. He will get input from parents, teachers, and Union reps. The Board will have final approval of the calendars, which will more than likely stay similar to what we have now.

CBO’S REPORT: Analyn Dyer’s submitted report was reviewed.

BOARD MEMBER REPORTS: Jonna Phillips thanked CBO Analyn Dyer for her knowledge and confidence in the District’s financial position.

CONSENT AGENDA:

The Board approved Consent Agenda Item A. MSCU (Atteberry/Avram) 5/0

Brown – Aye

Atteberry – Aye

Navarro – Aye

Phillips – Aye

Avram – Aye

- A. Approve AP Vendor Check Register and Purchase Order Listing December 1, 2023 – December 31, 2023

ACTION ITEMS:

The Board approved Action Items A - N. MSCU (Navarro/Phillips) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

- A. Adopt 2022-2023 Audited Annual Financial Report (Presentation by Robert T. Dennis via Zoom)
- B. Accept BCOE Technology Grant for \$40,000 to offset the cost of our cable project
- C. Adopt Resolution 2023-2024 #06 “Designation of District Representative”
- D. Adopt the following New or Updated Board Policies (BP), Admin. Regulations (AR), and Exhibits (E) from the CSBA December 2023 release:
 - Board Policy 0460 - Local Control and Accountability Plan*
 - Administrative Regulation 0460 - Local Control and Accountability Plan*
 - Board Policy 0500–Accountability*
 - Board Policy 0520 - Intervention in Underperforming Schools*
 - Administrative Regulation 1220 - Citizen Advisory Committees*
 - Board Policy 1431–Waivers*
 - Board Policy 3400 - Management of District Assets/Accounts*
 - Administrative Regulation 3400 - Management of District Assets/Accounts*
 - Board Policy 5116.2 - Involuntary Student Transfers*
 - Board Policy 5131.2–Bullying*
 - Administrative Regulation 5131.2 – Bullying*
 - Administrative Regulation 5141.21 - Administering Medication and Monitoring Health Conditions*
 - Board Policy 5148.3 - Preschool/ Early Childhood Education*
 - Administrative Regulation 5148.3 - Preschool/ Early Childhood Education*
 - Board Policy 6142.8 - Comprehensive Health Education*
 - Administrative Regulation 6142.8 - Comprehensive Health Education*
 - Board Policy 6146.1 - High School Graduation Requirements*
 - Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities*
 - Board Policy 6170.1 - Transitional Kindergarten*
 - Administrative Regulation 6173.3 - Education for Juvenile Court School Students*
 - Board Bylaw 9321 - Closed Session*
 - Exhibit(1) 9321 - Closed Session*
 - Exhibit(2) 9321 - Closed Session*
- E. Approve the Mandated Block Grant
- F. Approve the 2023-2024 Consolidated Application
- G. Approve A-G Completion Plan for Grant
- H. Approve School Accountability Report Cards (SARC) for each school:
 - Biggs High School
 - Biggs Elementary School
 - Richvale Elementary School

- I. Approve purchase of folding chairs totaling \$10,939.18 from Office Depot using ESSER funds
- J. Approve quote from Christensen Telecommunications, Inc. in the amount of \$3,467.45 for phone replacement at Richvale Elementary School – ESSER funds will be used
- K. Approve quote from Christensen Telecommunications, Inc. in the amount of \$1,840.89 for installation of a phone in the Richvale Elementary kitchen – ESSER funds will be used
- L. Approve quote from Woodbrothers Carpet & Flooring in the amount of \$2,158.56 to install carpet in Room 26 at BES
- M. Approve purchase of a storage container from Boxhub in the amount of \$3,286.43 using ESSER funds
- N. Accept REAP Grant funds in the amount of \$12,329.00

PERSONNEL ACTION ITEMS – There were no Personnel Action Items on the agenda.

INFORMATION ITEMS:

- A. Quarterly Report on Williams Uniform Complaints: Superintendent Kaelin reported out that for the last Quarter, there have been no Williams Uniform Complaints against any school in the District.
- B. Doug Kaelin summarized the issues we are having with the pool and the interactions he has had with Butte County concerning the pool funds. Different options were discussed as to how to move forward in fixing the issues.

FUTURE ITEMS FOR DISCUSSION –None

The Board adjourned into Closed Session at 7:35 p.m. and reconvened to Open Session at 7:44 p.m.

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Brown reported that no action was taken in Closed Session.

ADJOURNMENT – 7:45 p.m.

MINUTES APPROVED AND ADOPTED:

Presiding President
Date

Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

MOT & Food Services.

1. Transportation

- a. We are patiently waiting for the delivery of a brand new bus. *(no new info on ETA)*
- b. We have completed the most recent 45, 90-day bus inspections.
- c. Bus #20 our electric bus is having a minor issue with its air compressor, the part has been ordered and the bus will be back on the road next week.
- d. Bus 2 is currently In the repair shop to have a coolant sensor replaced.
- e. We will have three Bus Drivers returning to bus driver's training class for continued education in early March. We will also have a new employee starting the bus drivers training program in earlt March.

2. Grounds

- a. Our maintenance, transportation & grounds staff are continuing to work together to maintain the districts grounds.
- b. We are currently accepting applications for the Grounds/bus/custodial position.
- c. The fencing project at Biggs Elementary is almost complete and in Richvale the fencing project is about half way along.
- d. The installation of new playground equipment for Richvale Elementary and the Biggs Elementary Kindergarten area has been stalled due to bad weather. The contactor doing the installation hopes to resume work as soon as the rain subsides and the ground dries out.
- e. The new tow behind Sweeper has arrived. Our crew has been eagerly using it to pick up leaves and debris between down pours

3. Maintenance

- a. The district's fiber optic re-cabling project is proceeding. Once BCOE has completed the configuration of the new switches to the network, the new fiber optic lines can be connected.
- b. Our maintenance staff have been feverishly tackling various minor repairs around the District.

4. Food service

- a. The new walk in refrigerator and freezer for the Biggs Elementary Cafeteria has been delivered to the installer. We are in the process of scheduling installation around the summer school schedule.
- b. We are continuing to monitor supply chain disruption and are trying very hard to minimize substitutions.
- c. The Addition our salad & sandwich bar for the middle school students is proving successful our student lunch participation has increased 9% in January

Biggs Unified School District

Item 12 F

300 B STREET, BIGGS, CALIFORNIA 95917
(530)868-1281

Doug Kaelin
Superintendent

CBO BOARD REPORT

02/1/2024

- ❖ Governor's Budget for 2024/25 with a **.76%** Cost of Living Adjustments

	23/24	24/25	25/26	26/27
Statutory COLA 1/2024	8.22%	.76%	2.73%	3.11%
COLA 5/2023	8.22%	3.94%	3.29%	3.19%
Difference	-----	(3.18%)	(.56%)	(.08%)

- ❖ Retirement System Employer Rates

	23/24	24/25	25/26	26/27
CalSTRS**	19.10%	19.10%	19.10%	19.10%
CalPERS 1/2024	26.68%	27.80%	28.50%	28.90%
CalPERS 5/2023	26.68%	27.70%	28.30%	28.70%
CalPERS	-----	.10%	.20%	.20%

**The CalSTRS Rate remains constant as of 1/2024.

- ❖ Preparation for Second Interim 2023/24

*Covers July 1- January 31.
Board Presentation March 13
BCOE deadline March 15*

- ❖ Proposition 28 Funding

County Code	Local Educational Agency	Preliminary AMS Entitlement
04	Biggs Unified	C-3 81,685

*Expenditure Plan for each site in process
Funds entitlement expected on or before the end of February.*

- ❖ Transportation Plan update on or before 4/1/2024 additional funds of \$ 66,309

Board Presentation March 13

- ❖ First Interim 2023/24 BCOE Approved as adopted.

A letter was sent to the Board President Ms. Linda Brown dated 1/15/2024.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: February 14, 2024

Item Number: 13 A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Loretta Long, Admin. Assistant/HR Officer
Attachment: None
Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

<u>2023-2024 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
1. (8 th Grade)	Gridley	Biggs	Accept	New
2. (7 th Grade)	Gridley	Biggs	Accept	New

<u>2024-2025 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
1. (TK)	Chico	Biggs	Accept	New

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: February 14, 2024

Item Number: 13 B
Item Title: Approve AP Vendor Check Register and Purchase Order Listing
Presenter: Moneek Graves, Fiscal Assistant
Attachment: AP Vendor Check Register & Purchase Order Listing for January 1, 2024 through January 31, 2024
Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

The AP Vendor Check Register and Purchase Order totals are as attached.

Fiscal Impact:

As indicated.

Recommendation:

Approve.

Register 000467 - 01/04/2024

Bank Account COUNTY - US Bank

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-278787	25.00 Printed	01		BRIAN LEYVA (BRIAN LEYVA - Payee)
3005-278788	25.00 Printed	01		DOMINIC ALGEA (DOMINIC ALG - Payee)
3005-278789	439.20 Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-278790	672.32 Printed	01		ANDES POOL SUPPLY (100077/1)
3005-278791	516.98 Printed	01		AT&T (100086/1)
3005-278792	20.00 Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-278793	2,195.00 Printed	01		CALIFORNIA FFA ASSOCIATION (100136/1)
3005-278794	5,210.58 Printed	01		CDW GOVERNMENT INC (100151/1)
3005-278795	1,987.60 Printed	01		CITY OF BIGGS (100164/1)
3005-278796	208.98 Printed	01		Dan's Electrical Supply (100183/2)
3005-278797	1,255.12 Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-278798	1,791.24 Printed	01		Lakeview Petroleum Co. (100304/3)
3005-278799	95.00 Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-278800	466.92 Printed	01		TPX COMMUNICATIONS (100764/1)
3005-278801	5,272.27 Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)

20,181.21

Number of Items

15 Totals for Register 000467

2024 FUND-OBJ Expense Summary / Register 000467

01-4300	1,586.42	
01-4303	1,791.24	
01-4400	5,210.58	
01-5200	2,195.00	
01-5502	1,987.60	
01-5606	5,292.27	
01-5800	1,014.20	
01-5807	25.00	
01-5808	95.00	
01-5900	983.90	
01-9110*		20,181.21-
Totals for Register 000467	20,181.21	20,181.21-

* denotes System Generated entry

Net Change to Cash 9110

20,181.21- Credit

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 1/1/2024, Ending Check Date = 1/31/2024, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Number	Amount Status	Fund	Cancel Register Id	Payee
3005-279658	30.00 Printed	01		REBECCA COWAN (REBECCA COW - Payee)
3005-279659	60.86 Printed	01		Mcdaniel, Monica (001477 - Emp)
3005-279660	336.00 Printed	01		99 SMOG AND TUNE UP (100597/1)
3005-279661	421.46 Printed	01		A Z Bus Sales Inc (100057/4)
3005-279662	7.51 Printed	01		BUTTE AUTO PARTS (100115/1)
3005-279663	287.59 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-279664	1,495.08 Printed	13		DANIELSEN COMPANY (100182/1)
3005-279665	628.50 Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-279666	1,176.80 Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-279667	39.99 Printed	01		MJB SALES & SERVICE (100336/1)
3005-279668	61.17 Printed	01		OFFICE DEPOT (100358/1)
3005-279669	1,115.34 Printed	13		PRO PACIFIC FRESH (100376/1)
3005-279670	1,309.07 Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-279671	1,334.27 Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-279672	.96 Printed	01		VERIZON WIRELESS (100467/1)

8,304.60

Number of Items

15 Totals for Register 000468

2024 FUND-OBJ Expense Summary / Register 000468		
01-4300	2,055.38	
01-5504	1,309.07	
01-5800	336.00	
01-5807	30.00	
01-5900	.96	
01-9110*		3,731.41-
Totals for Fund 01	3,731.41	3,731.41-
13-4300	179.49	
13-4700	4,393.70	
13-9110*		4,573.19-
Totals for Fund 13	4,573.19	4,573.19-
Totals for Register 000468	8,304.60	8,304.60-

* denotes System Generated entry

Net Change to Cash 9110

8,304.60- Credit

2024 FUND-OBJ Expense Summary / Register 000468 (continued)

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Register 000469 - 01/18/2024

Bank Account COUNTY - US Bank

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-279831	25.00	Printed	01		ADYDEN CARDWELL (ADYDEN CARD - Payee)
3005-279832	25.00	Printed	01		GRACIE SHEPPARD (GRACIE SHEP - Payee)
3005-279833	25.00	Printed	01		MATRHEW MARTIN (MATRHEW MAR - Payee)
3005-279834	12.00	Printed	01		VIOLATION PROCESSING DEPARTMEN T (VIOLATION P - Payee)
3005-279835	38.48	Printed	01		Strattard, John (001201 - Emp)
3005-279836	1,979.17	Printed	01		Bramcove d.b.a. LEAP (100820/1)
3005-279837	110.22	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-279838	72.15	Printed	13		CA DEPT OF EDUCATION/FOOD DIST CASHIER'S OFFICE (100129/1)
3005-279839	96.00	Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-279840	6,089.46	Printed	01		CITY OF BIGGS (100164/1)
3005-279841	191.87	Printed	01		GRAINGER INC (100240/1)
3005-279842	1,724.55	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-279843	12,337.50	Printed	01		Jokela Power Equipment, LLC. (100877/1)
3005-279844	210.00	Printed	01		North State Water System (100827/1)
3005-279845	7,226.47	Printed	01		PG&E (100369/1)
3005-279846	462.50	Printed	01		STLR dba Ryland (100804/1)
3005-279847	146.82	Printed	01		SCHOOL NURSE SUPPLY (100410/1)
3005-279848	35,800.00	Printed	01		Uniq Steel, Inc. (100847/1)

66,572.19

Number of Items

18 Totals for Register 000469

2024 FUND-OBJ Expense Summary / Register 000469

01-4300	2,211.94	
01-5502	6,089.46	
01-5503	7,226.47	
01-5800	2,738.67	
01-5807	96.00	
01-6170	35,800.00	
01-6400	12,337.50	
01-9110*		66,500.04-
Totals for Fund 01	66,500.04	66,500.04-
13-4700	72.15	
13-9110*		72.15-
Totals for Fund 13	72.15	72.15-

2024 FUND-OBJ Expense Summary / Register 000469 (continued)

Totals for Register 000469	66,572.19	66,572.19-
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* denotes System Generated entry

Net Change to Cash 9110	66,572.19- Credit
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Register 000470 - 01/25/2024

Bank Account COUNTY - US Bank

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-280456	1,367.83 Printed	01		GRIDLEY COUNTRY FORD (100242/1)
3005-280457	1,057.44 Printed	01		Wood Brothers Carpet Inc. (100878/1)

2,425.27 Number of Items 2 Totals for Register 000470

2024 FUND-OBJ Expense Summary / Register 000470		
	01-5600	1,057.44
	01-5800	1,367.83
	01-9110*	2,425.27-
Totals for Register 000470	2,425.27	2,425.27-

* denotes System Generated entry

Net Change to Cash 9110 2,425.27- Credit

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2024 FUND-OBJ Expense Summary / Register 000470 (continued)

97,483.27

Number of Items

50 Totals for Org 006 - Biggs Unified School District



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Biggs Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021** pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/11/21	Appendix:	9/13/23
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/4/21	Appendix:	9/13/23
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Analyn Dyer	Title:	CBO
Telephone:	530-868-1281 x8102	Email:	adyer@biggs.org

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S). The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time, and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 160	PROJECTED FTES: 16
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COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Natural Resources/Agri Construction Career, Education, & Life Choices	AET 22	FA23	5	8:00-3:30	M-F	S. Boyes	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CLP 101	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education, & Life Choices Beginning Auto CAD Drafting	CLP 101	SP24	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	DFT 12	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Multimedia Production Intro to Photography	MSP 74	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	PHO 2	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production Intro to Animal Science	RTVF 40	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	AGS 40	SP24	1	8:00-3:30	M-F	L. Baker	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture	EH 20	SP24	2	8:00-3:30	M-F	L. Baker	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. BOOKS AND INSTRUCTIONAL MATERIALS. The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Natural Resources/Agri Construction Career, Education, & Life Choices	Agriculture Mechanics	\$0	None	\$0
	Career Changes and Choices	\$0	None	\$0
Beginning Auto CAD Drafting	Online Resources/CAD Program & Solidworks	\$0	None	\$0
Multimedia Production	Online Resources -Adobe/WeVideo/Canva/OnShape	\$0	None	\$0
Intro to Photography	Online Resources -Adobe/WeVideo/Canva/OnShape	\$0	None	\$0
Digital Video Production	Online Resources	\$0	None	\$0
Intro to Animal Science	Modern Livestock Production	\$0	None	\$0
Intro to Environmental Science	Practical Horticulture	\$0	None	\$0

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: \$400.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.

6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
BHS	10	M-F	8:00-3:30
BHS	3	M-F	8:00-3:30
BHS	9	M-F	8:00-3:30

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code § 76004 (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code § 76004 (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: ASCS
Andy Suleski (Jan 2, 2024 13:43 PST)
 (Signature of person authorized to execute Appendix on behalf of College.)

Name: Andrew B. Suleski

Title: Assistant Superintendent/Vice President for Administration

Date: Jan 2, 2024

BIGGS UNIFIED SCHOOL DISTRICT

By: DOUG KAELIN
DOUG KAELIN (Dec 14, 2023 12:58 PST)
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: DOUG KAELIN

Title: Superintendent

Date: Dec 14, 2023

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:	3002861	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – BHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$5,900	(14@400=\$5,600 / 3@100=\$300)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:	<u>KB</u>	Dept. Vice President Initials:	<u>ES</u>		
Business Contracts Approval:	<u>RB</u> <u>KN</u>	Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AET 22 - Natural Resources and Agri-Construction

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to the selection and use of farm structural and mechanical equipment. It will cover farm wiring, carpentry, concrete, masonry, plumbing, painting and metal work with emphasis on the actual practices used in agricultural construction.

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with agricultural construction.
2. Demonstrate the safe and proper usage of basic construction tools, both power and hand.
3. Perform fundamental and proper techniques of construction including concrete, foundations, carpentry, plumbing and electrical.
4. Prepare a simple three dimensional drawing and a cost estimate for a small building.
5. Demonstrate safe work habits.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Tools, safety and operation	3.00
Building plans and cost estimate	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	8.00
Carpentry and construction projects	8.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and orientation to to work areas	3.00
Maintenance and proper use of tools and equipment	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	6.00
Three dimensional drawings and cost estimates	6.00
Carpentry and project construction	21.00
Total Hours:	51.00

Reading Assignments

1. Read an article on shop safety and be prepared to discuss power tool safety with the class.
2. Read the chapter in your book on preparing concrete forms and be ready for a class discussion.

Writing Assignments

1. Write a 2-3 page paper on basic electrical wiring safety and basic rules when working with electricity.
2. Create a bill of materials for a small building and identify the costs associated with each item.

Out-of-Class Assignments

1. Visit a construction site and observe the workers' safety practices. Be prepared to share your observations with the class.
2. Go to a building supply store and get pricing for the list of electrical items that we will use during our electrical lab.

Recommended Materials of Instruction

Fleming, Eric. (2005). Construction Technology. *Blackwell Publishing, 1st.*

Other Learning Materials

Students will need to provide:

- a. Safety glasses
- b. 16' steel tape (or longer)
- c. Nail apron
- e. Combinationsquare
- f. Carpenter's hammer
- g. Bump hat

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Laboratory Experiments
- C. Lecture
- D. Problem-Solving Sessions
- E. Demonstrations
- F. Group Discussions

Methods of Evaluation

- A. Projects
- B. Exams/Tests
- C. Class participation
- D. Lab Projects
- E. Mid-term and final examinations

Created/Revised by: Enyeart, Bruce

Date:11/17/2014



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com@Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
2. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
3. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
4. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Sketching	2.00
Starting AutoCAD	1.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	2.00
Templates and Layers	2.00
Dimensioning	3.00
Mechanical Parts Problems	4.00
Geometric Construction Problems	2.00
Orthographic Construction Problems	4.00
Sectional Views	2.00
Auxiliary Drawings	2.00
Annotation and Pictorial Drawings Applications	4.00
Architectural Drawings, Layers and Scales	4.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Sketching	3.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	3.00
Templates and Layers	3.00
Dimensioning	4.00
Mechanical Parts Problems	6.00
Geometric Construction Problems	3.00

Orthographic Construction Problems	8.00
Sectional Views	3.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
2. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.

Out-of-Class Assignments

1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
2. For extra credit, please search the acronym NIST and the term ISO and prepare hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, Randy H.. (2011). Principles and Practices: An Integrated Approach to Engineering Graphics. *Schroff Development Corporation, 2011.*

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Class Activities
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

MSP 74 - Multimedia Production I

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to skills and techniques used to produce computer generated multimedia presentations. Areas of study will include the development of multimedia projects and the study of multimedia tools, the selection of hardware, use of text, photography, graphics, animation, digital video and audio.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create basic multimedia and graphic presentations.
2. Use multimedia software applications to create interactive projects.
3. Develop audio and visual communications for interactive projects.
4. Formulate and execute ideas for basic multimedia projects.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Defining Multimedia	1.00
How to develop multimedia projects	1.00
Preparing materials for project development	1.00
Developing concepts and brainstorming	1.00
Defining the user demographic	1.00
Planning the production	1.00
Producing the project	2.00
Hardware	1.00
Text	1.00
Graphics	2.00
Photography	2.00
Animation	2.00
3D modeling	2.00
Video and Digital Video	2.00
Sound (music and voice)	1.00
Presentation programs	1.00
Using interactive programs	1.00
Authoring and Scripting	1.00
Multimedia authoring environments	1.00
Creating cross-platform projects	1.00
Displaying color graphics	1.00
Add the background, fields, buttons	1.00
Adding the Content-Text	1.00
Adding Photos and Graphics	2.00
Adding Sound and Video	3.00
Total Hours:	34.00

Lab

Topics

Lab Hrs

Preparing materials for project development	1.50
---	------

Developing concepts and brainstorming	2.00
Planning the production	3.00
Producing the project	3.00
Hardware	1.00
Text	1.50
Graphics	3.00
Photography	3.00
Animation	3.00
3D modeling	3.00
Video and Digital Video	3.00
Sound (music and voice)	3.00
Presentation programs	1.50
Using interactive programs	1.50
Authoring and Scripting	3.00
Multimedia authoring environments	3.00
Creating cross-platform projects	3.00
Displaying color graphics	3.00
Add the background, fields, buttons	1.50
Adding the Content-Text	1.50
Adding Photos and Graphics	1.50
Adding Sound and Video	1.50
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Research and read about a multimedia company or freelance multimedia designer. Be prepared to discuss and share this project with the class.
2. Research and read an interview with a multimedia industry professional. Find three projects created by the designer and share with class.

Writing Assignments

1. Develop a multimedia storyboard and write a description of the processes and techniques needed to produce the project.
2. Research a multimedia professional and write a one page paper on the background of this individual. Share with the class.

Out-of-Class Assignments

1. View the list of multimedia interview videos supplied by the instructor. Research one of the multimedia designers interviewed and showcase the individuals work with the class.
2. Research new software and technology used in multimedia products. Find an example where the software or technology has been implemented in a real project and share the project with the class.

Recommended Materials of Instruction

Other Learning Materials

Handouts

Periodicals

Instructional DVDs

Tutorials

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Multimedia Presentations

Methods of Evaluation

- A. Quizzes
- B. Final Examination



Catalog Description

PHO 2 - Introduction to Photography

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography.

Objectives

Upon successful completion of this course, the student should be able to:

1. Safely handle and maintain photographic equipment and materials.
2. Apply the elements and principles of design in finished photographs.
3. Create a portfolio of work demonstrating formal, conceptual, and technical development.
4. Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.
5. Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography.
6. Analyze and describe the role of photography in contemporary culture and media.
7. Evaluate and critique photographic images utilizing relevant terminology and concepts.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Safe handling, maintenance, and appropriate use of photography equipment and materials	4.00
Elements and principles of design as they relate to photography	6.00
Concept development and project based approaches to photography	6.00
Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing	7.00
Historical and contemporary trends, language, aesthetics and emerging media as they relate to film and digital photography	6.00
Group and individual critiques of photographic images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Lab policies and procedures	1.00
Wet-lab film development and darkroom printmaking, and/or digital management, editing, software, and printing techniques	17.00
Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure	17.00
Group and individual critiques	16.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on the camera and complete the "Parts of the Camera" worksheet by correctly labeling the 35mm and digital camera diagram. Use your camera as reference.
2. Read handout on the "Brief History of Photography" and select one photographer of interest to research. Write a short objective essay describing the photographer's historical and personal context, and how this influenced the photographer's work.

Writing Assignments

1. Read about the philosophical questions concerning the nature of photography in your class text. In 2-3 pages discuss the difference between a static black and white image on paper (the photograph) and real life experience.
2. Listen to a student's critique of your work and in 100-200 words write a response to the comments they made. Explain what you think about what was said and why.

Out-of-Class Assignments

1. Shoot three rolls of film of simple abstractions from everyday objects. Photograph a single plane using maximum depth-of-field. Do not record motion. Be prepared to give an oral critique of five of your best images based on the criteria in the class handout.
2. Select a digital or analog work to create a digital negative for cyanotype printing. Write a 2-3 page paper answering these questions: Will you use multi-media i.e. handcoloring or sculptural elements to enhance your cyanotype photograph? What is the expressive content of your work? How do your choices of image and materials convey meaning?

Recommended Materials of Instruction

London, B. and Stone, J. (2018). Short Course in Photography: Digital. *Pearson Publishing, 4th.*

Barnbaum, B. (2017). The Art of Photography: An Approach to Personal Expression. *Rocky Nook Publishers, 2nd.*

Methods of Instruction

- A. Discussion
- B. Field Trips
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

- A. Portfolios
- B. Homework
- C. Class participation
- D. Lab Projects
- E. Written Assignments
- F. Examinations

Created/Revised by: Donnelly, Daniel

Date: 12/07/2020



Catalog Description

RTVF 40 - Video Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, post-production, and exhibition/distribution.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
2. Operate video field recording equipment correctly to acquire quality video and audio products.
3. Conceive and execute appropriate approaches to editing field footage into cohesive projects.
4. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
5. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use	6.00
Picture composition	6.00
Basic lighting techniques and equipment	5.00
Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)	6.00
General concepts of acting and directing	5.00
Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution	6.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Produce recordings using various lenses and filters	8.00
Produce projects using multiple picture compositions	7.00
Use basic lighting techniques and equipment	7.00
Record projects using different microphones and mounting techniques (i.e. balance, presence and perspective)	8.00
Create projects that incorporate acting and directing	8.00
Use post-production to create nonlinear editing projects	7.00
Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing	6.00
Total Hours:	51.00

Reading Assignments

1. Read the chapter on basic videography; complete the reading assessment quiz and be prepared to apply the chapter information during the videography shooting assignment.
2. Read the chapter on non-linear video editing and write a 200 word minimum summary of the chapter information for a class discussion of video editing.

Writing Assignments

1. View a student video project and write 250 word minimum analysis of its content and presentation in terms of accepted principles of videography and editing.
2. Write a 200 word minimum analysis of how the "Rule of Thirds" is used in a video production to improve composition and direct viewer interest. Be prepared to present your findings during a class discussion of effective video composition.

Out-of-Class Assignments

1. Use an online job search database to identify opportunities for videographers/editors in California and the United States. Write a 200 word minimum report on your findings.
2. Plan and design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition.

Recommended Materials of Instruction

Zettl, H. (2014). *TV Production Handbook*. Cengage Learning Publishing, 12th.

Musberger, R. (2014). *Single Camera Video Production*. Routledge, 6th.

Compesi, R. (2019). *Video Field Production and Editing*. Routledge, 8th.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Reading Assignments
- E. Demonstrations
- F. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Final Examination
- E. Written Assignments
- F. Written Examinations

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered. (C-ID AG-AS 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture	
a. Career opportunities	
b. Importance of domestic animals to the world and to the United States	
c. Economic importance of animal agriculture	4.00
d. Animal contributions to human needs	
e. Ethnic and cultural contributions to animal domestication	
Unique adaptations of various species	
a. Natural selection vs artificial selection	
b. Meat animal use and production	
c. Fiber production	4.00
d. Dairy production	
e. Recreational and companionship use of animals	
Anatomy and physiology	
a. Identification of external anatomy for various species	3.00
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	
Animal reproduction	
a. Animal breeding systems	
b. Reproductive management and technology	3.00
c. Fertility assessment	

Genetics	
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	3.00
c. Genetic improvement and variation	
d. Inheritance and population genetics	
Nutrition	
a. Classes of nutrients	
b. Feed identification and composition	3.00
c. Livestock feeding management practices	
Animal behavior (ethology)	
a. Behavioral characteristics	
b. Animal handling and safety	3.00
c. Conditioning	
Animal health	
a. Biosecurity	
b. Vital Signs	3.00
c. Indications of health vs disease	
d. Common diseases	
The scientific method	
a. Research in animal agriculture	
b. Developing a research model	3.00
c. Humane treatment of research animals	
Issues affecting animal agriculture	
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	5.00
d. Food safety	
e. Public policy and consumer awareness	
	Total Hours: 34.00

Lab

Topics

Lab Hrs

Beef and Dairy	3.00
Sheep and Swine	3.00
Meats lab, safety and processes	3.00
Grocery store - meat, cheese, butter, ice cream	3.00
Purebred Beef - Expected Progeny Differences (EPD)	3.00
Commerical cattle operation - weaning, castration	3.00
Dairy farm - production cycle	3.00
Milk processing - cheese plant	3.00
Sheep - lambing and handling	3.00
Purebred Sheep - production cyle	3.00
Swine - vaccination, selection, management	3.00
Poultry - quality of carcasses and eggs	3.00
Horse - production cycle	3.00
Selection workshop	3.00
Biotechnology and environmental workshop	3.00
North Valley Livestock Tour	6.00
	Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.

2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.

Writing Assignments

1. Read the chapter on animal behavior and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.

Out-of-Class Assignments

1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th*.

Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st*.

Other Learning Materials

Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Problem-Solving Sessions
- D. Class Activities
- E. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

Created/Revised by: Adams, Denise

Date:02/25/2019



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to environmental horticulture including nursery operations, landscaping, turf management and arboriculture. Topics include basic botany, cultural practices, propagation, structures and layout, pest management, planting, transplanting, container gardening, houseplants, plant identification, turfgrass installation and care, and a broad survey of the 'Green Industry' and other career opportunities.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify various horticultural occupations and their employment requirements.
2. Identify and safely use common tools and equipment.
3. List and describe the major structures of plants and their functions.
4. Formulate potting mixes and container media.
5. Propagate plants by sexual and asexual methods.
6. Explain the requirements of plant growth including watering needs, fertilizers requirements and pest control.
7. Identify the various types of horticultural structures including shade structures, greenhouses, and cold frames.
8. Describe the basic operations of various environmental horticulture businesses.
9. Plant and care for horticultural crops.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
The 'Green Industry' in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
The 'Green Industry' in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	6.00
Requirements of Plant Growth	3.00
Irrigation and Fertilization	3.00
Pest and Disease Damage Identification	3.00
Horticultural Structures	3.00
Nursery and Greenhouse Crops – Planting and Care	6.00
Plants in the Landscape – Care and Pruning	6.00
Plant Identification and Nomenclature	3.00
Common Turf and Landscape Practices	3.00
Vineyard and Orchard Pruning Practices	3.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the text chapter on diagnosing plant disorders and complete the corresponding homework assignment. Be prepared for class discussion on the following: a. Plant disorders caused by cultural practices. b. Plant disorders caused by insect damages. c. Plant disorders caused by diseases.
2. Read the UC-IPM website covering one of each type of plant disorder and be ready to give an oral report to the class on proper care for the affected plant.

Writing Assignments

1. Write a two page essay on current employment trends for Horticulturists. Give regional data for trends and salary ranges.
2. Write a two page essay on a plant of your choice. Give your reasons for choosing this plant, its history of association with humans and its future uses and value to mankind.

Out-of-Class Assignments

1. Visit a local business that is in the ornamental horticulture category and be prepared to give an oral report to the class.
2. Visit a local or regional business in the agricultural or viticultural areas of horticulture and be prepared to give an oral report to your class.

Recommended Materials of Instruction

Laura Williams Rice & Robert P. Rice. (2011). Practical Horticulture. *Prentice-Hall*, 7th. 0130946346.

Other Learning Materials

Materials: three ring binder, pocket knife, pruning shears, water bottle, gloves, shade hat and boots. Warm clothing, when necessary.

Methods of Instruction

- A. Class Activities
- B. Demonstrations
- C. Discussion
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Laboratory Experiments
- G. Lecture
- H. Multimedia Presentations
- I. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Demonstration
- D. Homework
- E. Class participation
- F. Lab Projects
- G. Exams/Tests











2023-24 CCAP Partnership Agreement Appendix (BHS) Revised


Final Audit Report


2024-01-02


Created:	2023-12-07
By:	Tanna Neilsen (neilsenta@butte.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA-H6glhj5aeYHgQ5_XrdCUFO0i7MrxWfG


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We'd like to help facilitate socializing amongst CSHA members! If you have a social event you'd like to share, submit the event [here](#) for review to post on our calendar!

2024 Convergence

March 14 - March 17



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Call for Papers is Closed

Sign up to be a peer reviewer! | [VIEW ALL DETAILS HERE.](#)

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DETAILS :

Start:

March 14 (2024-03-14)

End:

March 17 (2024-03-17)

Event Category:

[Convergence](#)

ORGANIZER :

CSHA

Phone

(916) 921-1568

Email

csa@csa.org

[View Organizer Website](#)

VENUE :

Hilton San Francisco Union Square

333 O'Farrell St

San Francisco, CA (California) + [Google Map](#)



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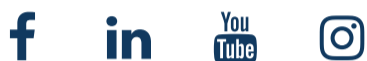
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California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

Grant Award Notification

GRANTEE NAME AND ADDRESS Doug Kaelin, Superintendent Biggs Unified School District 300 B Street Biggs, CA 95917			CDE GRANT NUMBER			
			FY	PCA	Vendor Number	Suffix
			23	23068	61408	00
Attention Doug Kaelin			STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office			Resource Code	Revenue Object Code	04	
Telephone 530-868-1281			7010	8590	INDEX	
Name of Grant Program 2023–24 Agricultural Career Technical Education Incentive Grant					0615	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$14,497		\$14,497		7/1/23	6/30/24
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	
<p>I am pleased to inform you that you have been funded for the 2023–24 Agricultural Career Technical Education Incentive Grant.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Rosalinda Jorin, Associate Governmental Program Analyst Career and College Transition Division California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>						
California Department of Education Contact Charles Parker				Job Title Education Administrator I		
E-mail Address cparker@cde.ca.gov				Telephone 916-319-0673		
Signature of the State Superintendent of Public Instruction or Designee 				Date January 18, 2024		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS						
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding.</i>						
Printed Name of Authorized Agent Doug Kaelin				Title Superintendent		
E-mail Address dkaelin@biggs.org				Telephone 530) 868-1281		
Signature 				Date 1-24-24		

Biggs Unified School District

Field Trip Request Approval Form

Proposed Activity: 2024 STATE FFA LEADERSHIP CONFERENCE

Date of Request: 1-20-24 School: BHS

Date of Field Trip: 3-21 TO 3-24

A complete itinerary of the trip including a breakdown of activities by hours, housing arrangements(s) including phone number(s) and address(es), and an explanation of the educational purpose(s) of this trip must be included with this request. The Field trip request form must be received by the principal **30 days** prior to the trip. All out-of-state and overnight trips need Biggs Unified Board of Trustees approval. Out-of-state and overnight trips must be submitted one week prior to a regular Board meeting.

Name of Staff Member/Position Making the Request: Boyes

Class, Grade or Organization Making the Request: FFA BHS

Destination: SACRAMENTO CA

Number of Students Involved in this Activity: 13 Cost Per Student: 350

Funding Source: _____ Cost to District: _____

Was Trip Budgeted: yes no

Adult Chaperones (including teachers): Boyes Baker

**Attach a list of all Adult Chaperones: Include name and cell telephone number
(Reminder: All chaperones need fingerprint clearance before chaperoning a trip.)**

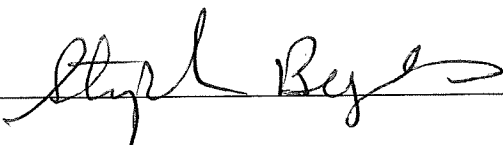
Purpose and relationship of trip to class activities: _____

STUDENT LEADERSHIP DEVELOPMENT

Educational Standard(s) to be realized through trip: _____

STUDENT GOVERNMENT EXAMPLE

Signature of Staff Member Making the Request:

X 

Cafeteria Information:

Will student miss scheduled lunch at school site: YES NO

Sack lunches needed: YES NO Number needed _____

*If trip is approved you will need to contact cafeteria director.

Travel Information

All Means of Transportation (check all that apply):

- Personal Car(s)
- Rental Vehicle(s)
- Charter Bus
- Air
- Bus(es) * Number _____
- CAR EVAN 2

(School approval of this form signifies that proper car insurance documents are on file with the school.)

*If trip is approved you will need to schedule a bus.

Itinerary

Departure: 12pm Biggs Return: Biggs HS

Date: 3-21-21 Time: 12pm Date: 3-24-24 Time: 3pm

Departure Location: Biggs HS Return Location: Biggs HS

A current roster of students must be submitted to the site office on the day of the trip prior to leaving the school.

Approved Denied

Dany Kao
Principal's Signature

Approved Denied

Dany Kao
Superintendent or Designee Signature

Once the trip is approved, a copy of the completed, signed form must be sent to the cafeteria director and bus dispatcher, at least two weeks prior to the trip or with Superintendent Approval.

Board Approval Date: _____
(For overnight/Out-of-State)

BIGGS UNIFIED SCHOOL DISTRICT

February 14, 2024

Item Number: 14 E

Item Title: BES Security Fences Amended Expenses

Presenter: Analyn Dyer

Attachments: CDE Approval/Uniq Steel MOU

Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

As of June 2023, the Biggs Board of Trustees approved the BES Security Fences project for a total of \$80,300 under ESSER II funds. The actual total projects incurred was \$111,700. Due to ESSER II expenditure reporting being closed on 9/30/2023, the CDE approved moving the expenditures to ESSER III funds including the additional expenditures of \$31,400.

Fiscal Impact:

Funds movement from ESSER II to ESSER III \$ 111,700.

Recommendation:

The Administration recommends the Board approve BES Security Fences movement of funds.

[Quoted text hidden]

EDReliefFunds <EDReliefFunds@cde.ca.gov>
To: Anlyn Dyer <adyer@biggs.org>

Mon, Jan 22, 2024 at 9:58 AM

Good morning,

This email is sufficient for us to make the adjustment. I have updated our records to reflect that the Security Fences project at Biggs Elementary will utilize \$111,700 in ESSER III funds. Please see and maintain the revised approval below:

Dear Biggs Unified School District,

Equipment and Capital Expenditures Approval - Security Fences - Biggs Elementary (Revised fund source - ESSER III)

The application for the use of Elementary and Secondary School Emergency Relief (ESSER) I Funds authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, ESSER II Funds authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, ESSER III Funds authorized by the American Rescue Plan (ARP) Act, Governor's Emergency Education Relief (GEER) I Funds authorized by the CARES Act, and/or GEER II Funds authorized by the CRRSA Act for the capital expenditure(s) with a unit cost of \$5,000 or more as designated in your application may be allowed, based on alignment with the allowable uses of the applicable program, as prescribed in the following guidance, for ESSER I Funds (<https://www.cde.ca.gov/fg/cr/esser.asp>), ESSER II Funds (<https://www.cde.ca.gov/fg/cr/crrsa.asp>), ESSER III Funds (<https://www.cde.ca.gov/fg/cr/arpact.asp>), GEER I Funds (<https://www.cde.ca.gov/fg/cr/learningloss.asp>), and/or the Expanded Learning Opportunities Grant (ELO-G) (<https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp>).

However, please note that all local educational agencies (LEAs) must be able to demonstrate compliance with all federal and state procurement requirements during monitoring reviews and audits. Please be aware that pandemic is not considered a justification to exempt LEAs from following state and federal procurement requirements. Prior written approval from the California Department of Education (CDE) does not guarantee a determination of allowability by auditors or federal program monitors. State procurement requirements can be found in the California *Public Contract Code*, sections 20100–22178. Federal procurement requirements can be found in Title 2, Code of Federal Regulations (2 CFR), sections 200.317–327. LEAs should reference the state guidance found at: <https://www.cde.ca.gov/fg/ac/co/bidthreshold2024.asp>. Additionally, federal procurement guidance can be found on page 20 of the CDE's Federal Grants Fiscal Guidance located at: <https://www.cde.ca.gov/fg/ac/ff/documents/federalgrantsfiscalguidance.pdf>.

All expenditures for this request must be obligated within the applicable period of performance for the funding source used. Please see 34 CFR 76.707 for examples of when various activities are considered obligated. All obligations must be liquidated within 120 days of the obligation deadline. **Please be aware that if the expenditure is not properly obligated within the period of performance or liquidated within the allowable liquidation period, in alignment with federal requirements, the LEA may be required to return all associated costs charged to the applicable federal grant.** In accordance with 2 CFR 200.405, to be allocable to a federal grant, the goods or services related to these costs must be incurred specifically for the award. As such, the full scope of contracted goods or services must be received and associated costs paid prior to the end of the liquidation period for the applicable fund source, even if the federal funds are paid in advance or will only partially contribute toward the project. To find the applicable deadlines for each Federal Stimulus funding source, please visit <https://www.cde.ca.gov/fg/cr/relieffunds.asp>.

Please note: The request to use ESSER III funds for this project describes an allowable use of ESSER III funds. However, unlike previous funding sources, ESSER III requires each LEA receiving funds to complete an Expenditure Plan with

public input, describing how the LEA intends to use its ESSER III allocation. If this project is not already included in the LEA's ESSER III Expenditure Plan, you may wish to delay start of the project until the LEA revises the plan and has the project described in the plan discussed in advance with community partners and governing board.

Please note: For any construction projects, you must also comply with all construction requirements found on the California Department of Education (CDE) website.

The placement of new modular classrooms on a school site is subject to the requirements of Title 5 California Code of Regulations (CCR) Section 14030, and oversight by the Division of the State Architect (DSA). For information about DSA assistance during the COVID-19 pandemic for emergency school facilities, LEAs should refer to BU 20-01. However, please be aware that this flexibility was no longer available as of November 8, 2022. Relocatable buildings and structures, including shade structures, receiving DSA approval for temporary use during an emergency may be temporarily installed for a maximum period up to three years in accordance with IR A-1.16. Reconstruction or alteration projects to school buildings less than specified construction cost thresholds are exempt from DSA review, as described in IR A-22. Please contact DSA directly for guidance related to DSA review and approval, if applicable.

Construction projects are permitted, but LEAs must follow applicable federal construction regulations, such as safety and health standards (Title 34, Code of Federal Regulations [34 CFR] 75.609), energy conservation (34 CFR 75.616), federal reporting requirements, and Davis-Bacon prevailing wage rules. LEAs may be asked during monitoring or reviews to show documentation that the LEA is not able to meet the need arising from the health emergency in a more cost-effective or efficient manner, such as leasing property or improving property already owned and in use.

You should review all information regarding construction on the CDE's Capital Expenditure FAQs page, located at: <https://www.cde.ca.gov/fg/cr/capexpfaqs.asp>.

Best,
Amber Hiris
CDE Federal Stimulus Team

From: Analyn Dyer <adyer@biggs.org>

Sent: Thursday, January 18, 2024 2:59 PM

[Quoted text hidden]

[Quoted text hidden]

Analyn Dyer <adyer@biggs.org>
To: EDReliefFunds <EDReliefFunds@cde.ca.gov>

Mon, Jan 22, 2024 at 10:27 AM

Thank you, Amber!
Have a great day!

Analyn Dyer
Chief Business Officer
Biggs Unified School District
530-868-1281 x 8102

[Quoted text hidden]



P: 530-871-9300
E: info@uniqsteel.com
417 Stimpson Rd
Oroville, CA 95965

TERMS AND CONDITIONS OF SALE

The following terms and conditions are effective January 1, 2023 and are applicable to all sales made by Uniq Steel Inc., Inc., a California corporation ("Uniq Steel Inc.") to you ("Buyer" Biggs Unified School District") whether placed through the phone, the website, by letter, fax or email, or via purchase order, unless otherwise specified.

1. Buyer's Acceptance of Terms: If there is any inconsistency between these Terms and Conditions of Sale and terms and conditions contained in any other document submitted by Buyer or exchanged by Uniq Steel Inc., these Terms and Conditions of Sale shall control even if Buyer's documents expressly limit acceptance to use of Buyer's terms and conditions. These Terms and Conditions of Sale constitute the entire agreement between the parties as to any particular purchase by Buyer of Uniq Steel Inc.'s products.

2. Price and Payment Terms: All prices quoted by Uniq Steel Inc. are F.O.B. Uniq Steel Inc.. Payments are due upon delivery of invoice, unless otherwise indicated on the invoice. Buyer shall pay interest on all late payments at the lesser of the rate of [1.5%] per month or the highest rate permissible under applicable law. Buyer shall reimburse Seller for all costs incurred in collecting any late payments, including, without limitation, attorneys' fees. Buyer may not reduce any payment by any alleged discounts or other deductions without Uniq Steel Inc.'s prior written consent. Buyer understands that Uniq Steel Inc.'s products are custom-made for Buyer and that Buyer necessarily incurs time and costs with respect to preparing such products for Buyer. Consequently, Buyer understands and agrees that once it has placed an order, Buyer shall be responsible for full payment of such order, regardless of whether it later determines it does not need or want such product(s).

Payment Schedule: 300 B Street, Biggs, 95917

- \$47,600.00 To be paid at time of signing for material cost of custom chain link and wrought iron.
- \$40,100.00 To be paid upon delivery of security panels and chain link prior to installation.
- \$24,000.00 To be paid upon completion of the project.

3. Title. Risk of loss or damage and title for products will pass upon delivery to Buyer or its designee. Where permitted by law, Buyer hereby grants to Uniq Steel Inc. a security interest in products sold until full payment is received. Buyer authorizes Uniq Steel Inc. to file a UCC financing statement to perfect this security interest at any time.

4. Taxes: All sales are made subject to all applicable local, State, Federal, use, sales and excise taxes, the amount of which Buyer agrees to pay unless otherwise specified in writing.

5 Inspection. Buyer shall carefully inspect all products and shipping documents promptly upon delivery of products. No claim for shortage or damage will be valid or enforceable against Uniq Steel Inc. unless Buyer gives Uniq Steel Inc. written notice specifying in detail the nonconformity or defect within 72 hours from the date that Buyer receives the products. Buyer shall supply such reasonable documentation as to any loss as Uniq Steel Inc. may request. If any Products are non-conforming and provided that the non-conformity was not caused by Buyer or due to misuse or handling after Uniq Steel Inc. delivered the Product to Buyer, Uniq Steel Inc. will, at Uniq Steel

Inc.'s option, (i) replace the non-conforming products at no additional charge to Buyer or (ii) reimburse Buyer for amounts Buyer paid for such non-conforming products.

6. Severability: If any provision of these Terms and Conditions of Sale shall be held or deemed to be or shall, in fact, be illegal, inoperative or unenforceable, this provision shall not affect any other provision or provisions contained in these Terms and Conditions of Sale.

7. No Waiver: None of the provisions of these Terms and Conditions of Sale shall be (a) deemed to have been waived unless such waiver shall be set forth in writing signed by Uniq Steel Inc., or (b) subject to modification or waiver by course of performance, course of dealing, or usage of trade.

8. Disclaimer of Warranties. Uniq Steel Inc. DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

9. Limit of Liability. Uniq Steel Inc. WILL IN NO EVENT BE LIABLE FOR ANY INCIDENTAL, CONTINGENT, SPECIAL, CONSEQUENTIAL, OR OTHER DAMAGES, INCLUDING, BUT NOT LIMITED TO, LOSS OF PROFITS, REVENUE OR USAGE, COST OF SUBSTITUTE PRODUCTS, ADDITIONAL COSTS INCURRED BY BUYER, OR CLAIMS OF BUYER'S CUSTOMERS OR THIRD PARTIES. UNIQ STEEL INC.'S TOTAL LIABILITY TO BUYER FOR DAMAGE OR LOSS ARISING OUT OF, OR IN ANY WAY RELATED TO, THE SALE OF PRODUCTS HEREUNDER, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE AND/OR GROSS NEGLIGENCE), STRICT LIABILITY, BREACH OF WARRANTY OR ANY OTHER CAUSE ("CLAIM") SHALL IN NO EVENT EXCEED THE PURCHASE PRICE OF THE PARTICULAR PRODUCTS WITH RESPECT TO WHICH SUCH CLAIM RELATES.

10. Returns; Cancellations. Buyer is subject to a 25% restocking fee on all returned products. If Buyer cancels an order more than 48 hours after the order was placed for any reason other than Uniq Steel Inc.'s inability to meet the specifications, Buyer is subject to a 25% cancellation charge.

11. Force Majeure. Neither party will be liable for performance delays or for non-performance due to causes beyond its reasonable control, except for payment obligations.

12. Indemnification. Buyer agrees to defend, indemnify, and hold harmless Uniq Steel Inc. and its affiliates, or their respective officers, directors, employees, shareholders, agents, successors, or assigns from all liabilities, claims, and expenses, including attorney's fees, that arise from Buyer's (a) breach of these Terms and Conditions of Sale; (b) use of any products. Uniq Steel Inc. reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by Buyer, in which event Buyer will cooperate with Uniq Steel Inc. in asserting any available defenses.

13. Governing Law; Venue; Attorney's Fees. These Terms and Conditions of Sale shall be governed by, and any dispute arising hereunder shall be determined in accordance with, the laws of State of California, without giving effect to conflict of laws principles. Buyer and Uniq Steel Inc. irrevocably submit to the exclusive jurisdiction and venue of the state and federal courts sitting in Butte County, California. In addition to other remedies, the prevailing party shall be entitled to recover such amount as the court may adjudge reasonable as attorney's fees and expenses in the enforcement action or any appeal. In any suit or action arising out of or related to these Terms and Conditions of Sale, the prevailing party shall be entitled to recover the costs and fees (including without limitation reasonable attorney fees) incurred by such party or parties in such suit or action, including without limitation any appellate proceeding.

[Signature Page Follows]

SIGNATURES

IN WITNESS WHEREOF *the undersigned have executed this Agreement as of the day and year first written below.*

Doug Kaelin

Authorized Signer:

A handwritten signature in cursive script that reads "Doug Kaelin". The signature is written in black ink and is positioned above a horizontal line.

Date: 6-28-23

California Department of Education

Equipment and Capital Expenditure Approval Application for the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and American Rescue Plan (ARP) Act

The federal requirements found in the CARES Act, CRRSA Act, and ARP Act require that the following funds be subject to Uniform Grants Guidance:

- CARES Act Elementary and Secondary School Emergency Relief (ESSER I) Fund,
- CARES Act Governor's Emergency Education Relief (GEER I) Fund,
- CRRSA Act ESSER II Fund,
- CRRSA Act GEER II Fund, and
- ARP Act ESSER III Fund.

The Uniform Grants Guidance regulations contain a requirement that capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval as found in Title 2, Code of Federal Regulations (2 CFR), section 200.439 (<https://www.law.cornell.edu/cfr/text/2/200.439>).

The submission of this request constitutes an assurance by the local educational agency (LEA) that the authorized use of funds criteria for ESSER I Funds (<https://www.cde.ca.gov/fq/cr/esser.asp>), GEER I Funds (<https://www.cde.ca.gov/fq/cr/learningloss.asp>), ESSER II Funds (<https://www.cde.ca.gov/fq/cr/crrsa.asp>), GEER II Funds (<https://www.cde.ca.gov/fq/cr/crrsa.asp>), and/or ESSER III Funds (<https://www.cde.ca.gov/fq/cr/arpact.asp>) have been met. For requests including federal Expanded Learning Opportunity Grant (ELO-G) funds, this submission additionally constitutes an assurance by the LEA that the authorized use of funds criteria for the ELO-G Funds (<https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp>) have been met.

By submitting this form, you are agreeing to review the regulations and requirements cited above and agreeing to follow all applicable local, state, and federal level policies when making a purchase using federal funds. You may be required to obtain additional information if the purchase exceeds certain dollar amount thresholds, in accordance with 2 CFR sections 200.317–327 and California *Public Contracts Code (PCC)* sections 20110–20118.4. All LEAs must be able to demonstrate compliance with all federal and state procurement requirements during monitoring reviews and audits.

Date of Request: 06/20/2023

Name of Primary Contact: Analyn Dyer

Title: Chief Business Officer

Email Address: adyer@biggs.org

Phone Number: 530-868-1281

District Name: Biggs Unified School District

School Name: Biggs Elementary School

County District School (CDS) Code: 04-61408

Short Title of Project Name: Security Fences

Funding Source(s) Used: Resource 3212

Estimated Total Cost of the Project: \$ 80,300.00

Amount of Federal Stimulus Funds to be Used: \$ 80,300.00

Please describe the items that will be purchased with the funds:
Complete metal fabrication of Security fences with three gates.

Please describe how these purchases fit in with the allowable uses of funds for either ESSER I, GEER I, ESSER II, GEER II and/or ESSER III, including how the purchase prevents, prepares for, or responds to COVID-19:
This purchase is to address the physical safety of all students and staffs at Biggs Elementary School. The iron metal fencing will secure the front of the school which also come with three security gates to ensure outsiders cannot enter the school without being buzzed in. This will improve disaster preparedness and respond to Covid19.

Please describe how this purchase is reasonable, necessary, and allowable in accordance with Cost Principles found in 2 CFR 200.420-475:
The purchase is the lowest competitive bid contract. The security fences are necessary to ensure the safety of all the students and staff at Biggs Elementary School. The total amount above is final cost of the project.

Please describe the planned procurement process for this project, in accordance with 2 CFR 200.317-327 and California PCC sections 20110-20118.4:
The Biggs Unified School District will apply Board Policy # 3230 in procurement process. <https://www.biggs.org/documents/Board%20Policies/3001-Biggs-USD.pdf> page 17-24.

Please review and check each certification below:

- I certify that all expenditures for this request will be obligated within the allowable time period for the funding source used. All obligations must be liquidated within 120 days of the obligation deadline. To find the applicable deadlines for each Federal Stimulus funding source, please visit <https://www.cde.ca.gov/fq/cr/relieffunds.asp>.
- I certify that all obligations for this project are planned to be liquidated within 120 days of the obligation deadline for the applicable fund source. Please note that the entire project must be planned to be completed and all costs paid by the earliest deadline if multiple allocations of ESSER or GEER funds are utilized.
- I certify that the LEA will maintain documentation to substantiate that all state and federal requirements are met, including 2 CFR 200.317–327, 2 CFR 200.420–475, and California PCC sections 20110–20118.4.
 - I certify that the LEA has reviewed the state and federal procurement threshold requirements and understands that the LEA must follow the most restrictive requirements and thresholds. Please see the CDE's most recent Bid Threshold Adjustment Letter for more information regarding state thresholds: <https://www.cde.ca.gov/fq/ac/co/bidthreshold2023.asp>. Federal bidding thresholds are found in 2 CFR 200.1.
 - I certify that the LEA is keeping records sufficient to detail the history of the procurement, including, but not limited to, records documenting the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price, as required in 2 CFR 200.318(i).
 - I certify that, if using California Multiple Award Schedules (CMAS) to assist in the procurement process, the LEA is ensuring that all CMAS requirements are met. In addition, the LEA is also meeting all required federal procurement requirements found under 2 CFR 200.317–327, including (where applicable) obtaining an adequate number of bids, depending on cost of the project and applicable state and federal thresholds. These requirements are not necessarily fulfilled under a CMAS Agreement alone, and the LEA will be required to maintain documentation to substantiate that all federal procurement requirements were met in the event of future audits or monitoring reviews. **(check box only if utilizing a CMAS agreement for this project)**
- I certify that this project is consistent with the proper and efficient administration of these funds and does not limit the LEA's ability to support other essential needs or initiatives for preventing, preparing for, or responding to COVID-19.
- I certify that, if this expenditure has already occurred at the time of this request, the LEA understands that it may be necessary to reimburse any Federal Stimulus expenditures with an unrestricted funding source if during an audit or monitoring review the expenditure is ultimately deemed unallowable, or if state and federal procurement requirements are not properly followed.

Please email this request to EDReliefFunds@cde.ca.gov with the subject "Equipment and Capital Expenditure Approval – (name of your LEA and project name)". Please include any relevant documentation demonstrating why this option is the most cost effective. Please note a cost price analysis is required for any project over \$250,000.

Signature of Superintendent or Charter School Representative:



Date:

6-20-2027

Updated January 2023

UNIQ-Steel Inc
 417 Stimpson Rd
 Oroville, CA 95965 US
 info@uniqsteel.com



Estimate

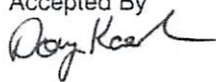
ADDRESS

Doug Kaelin
 Biggs Unified School District
 300 B Street
 Biggs, CA 95917

ESTIMATE # 1136

DATE 05/04/2023

DATE	DESCRIPTION	QTY	RATE	AMOUNT
	Biggs Elementary // 275' Security Fence w/ 3 Gates			
Material	Metal, Hinges, Panic Hardware, Fasteners, Concrete	1	30,600.00	30,600.00
Labor	Complete Fabrication	1	24,000.00	24,000.00
Powder Coating	Sand Blasting + Powder Coating	1	10,500.00	10,500.00
Installation	Delivery + Installation	1	9,600.00	9,600.00
Electrical	Fob Access Option - Hardware + Electrical	1	5,600.00	5,600.00
TOTAL				\$80,300.00

Accepted By


Accepted Date
 5-11-23

Biggs Unified School District

Biggs Elementary School

School Safety Plan

**2023-24
School Year**

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School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP) Funding is outline in the district LCAP which is updated yearly.

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior and disciplinary consequences.

The district and school consults with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills and use of school facilities in times of emergency or disaster.

School Profile

Biggs Elementary School (TK-8) is one of three schools in the Biggs Unified School District. The school is adjacent to the District Office and borders the Biggs High School campus to the east.

School Mission / Vision / Values

Mission Statement

Biggs Elementary School, staff and community are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated. All students will become lifelong learners who will value education and accept their social and global responsibilities.

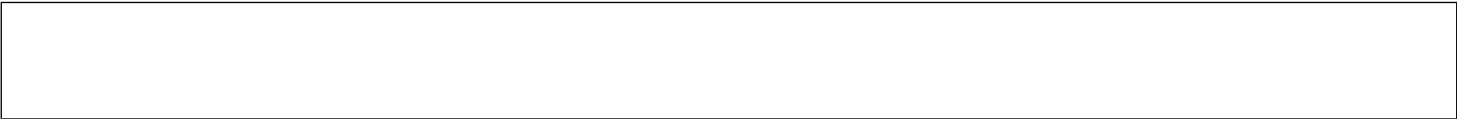
School Vision

Biggs Elementary School will be a professional, collaborative community characterized by high quality teaching that focuses on student achievement with the premise that all students can learn.

A safe environment is a priority for learning for all students

School Core Values

- Focus on students/children
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect



Safe School Commitments

Biggs Elementary School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office, community and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of all.

Safe and Orderly Environment

The School's Social Environment

Leadership at Biggs Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The Dean of Students sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers, support staff and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the Dean of Students, teachers and staff. The daily goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The school campus encompasses several buildings, which have numerous corridors, separate modular classrooms and a playground. The playground is grass and the asphalt area includes basketball courts. A baseball diamond is provided.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Several camera have been updated around the campus.

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Biggs Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Biggs Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs Elementary School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs Elementary School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Biggs Elementary School offers several recognition and award programs such as Principal Club, awards assemblies and reward trips.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. We partner with Victor Services, which provides counseling to students with Medical. These counseling sessions take place during school hours. We also implement Restorative Practices with the intention of helping students learn from their poor choices.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success. Staff has been train on Universal Design for Learn (UDL), and 8 teachers have on Language Essentials for Teachers of Reading and Spelling (LETRS) and also have knowledge around a variety of disregulating behaviors and how to de-escalate these behaviors.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a Dean of Students and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the Dean of Students, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing 6th-12th grade pupils with a comprehensive drug and violence prevention program and providing all pupils in grades sixth through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a monthly newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for teacher-parent conferences.

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Biggs Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB)

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

- To provide a safe environment for all students and staff at Biggs Elementary School
- To improve school safety through upkeep on school grounds

Strategies	Resources	Responsible Staff	Timeline	Budget
Physical Environment Post new signage: <ul style="list-style-type: none"> • Closed Campus/No Loitering • No Dogs on Campus • Visitor Sign-in • This campus is under video surveillance 24 hours a day seven days a week. 	Purchased by District Office	District Office and Maintenance and Operations	Fall 2017	DO funding
Distribution of new (CRP) crisis response procedures folders/review of procedures. Classroom posting of CRP flip chart.		District Office Dean of Students	Ongoing	General
Re-define playground boundaries by grade level and implement new playground rules and communicate regularly to all involved,		Dean of Students and staff	Ongoing	
Implement safe cafeteria rules and procedures.		Dean of Students and staff	Ongoing	
Classroom doors are key locked with a quick release option in the event of a lockdown.		District office staff	Ongoing	DO funding
School Climate	Expectations	Dean of Students	Ongoing	No cost

Behavioral Expectations Trainings				
Purchase of any Behavioral Modification Materials.	Positive Behavior Support Interventions	Dean of Students	Ongoing	Site Funds
Continue to enhance positive behavior rewards to support Nurtured Heart Approach to discipline.	District staff	Dean of Students	Ongoing	Site Funds
Provide student assembly on bullying.	District Staff	School Counselor, All Staff Dean of Students/Maint.	Ongoing	No Cost
Post behavior expectations and school rules signs throughout the school	Social Stories curriculum	Speech and Faculty	Ongoing	General
Implementation of Social Stories Groups in small group setting			Ongoing	
Video surveillance expenses including the purchase of new cameras	Gaynor Systems	District	Ongoing	District Funds
Add fencing and gates	materials	DO maintenance	Ongoing	General Fund
Add handicap access sign	sign	Dave Browning	Ongoing	General Fund
Vulnerability Assessment	Regional Assessment Center	Superintendent	Ongoing	General Fund

Evaluation Criteria

End of year evaluation of completion of strategies.

Attendance records for training, copy of implementation plans, meeting agendas and minutes.

Appendix A: Assertive Discipline

School Citizenship

Biggs Elementary, Biggs Middle and Richvale Schools utilize an assertive discipline approach to discipline. Our philosophy is based on the following principle:

Children need to live in a safe and caring environment that holds them responsible for their behaviors.

We feel this principle can best be met by teaching students exactly what behaviors are expected, by recognizing and rewarding appropriate behavior, and by providing consequences for students who choose to ignore their responsibilities.

To this end, each teacher has established a set of rules, which is posted in their classroom. The rules deal with teacher expectations for student behavior in that class. While no two teachers have exactly the same behavior expectations, all teachers have established their classroom responsibilities rules around the principle that "no student will be allowed to prevent teaching or learning from taking place."

In addition, teachers have established a specific set of rewards and disciplinary consequences to encourage students to meet their citizenship responsibilities. Once again, while rewards and consequences may vary, each teacher has explained his/her rewards and consequences and has posted them in the classroom. All students are aware of what will happen if they choose to disregard the rules.

Assertive discipline rules, rewards, and consequences are also used to govern behavior in the cafeteria, library, computer lab, on the playground during recesses, and while students move about school grounds.

Students' Classroom Responsibilities

1. Students are expected to go directly to their desks and be ready to begin lessons upon entering the classroom.
2. Students are expected to bring all necessary materials with which to work.
3. Students are expected to enter and leave the class in an orderly manner.
4. Students are expected to leave classrooms neat by putting classroom materials in their proper place by putting all waste paper in the wastebasket.
5. Students are expected to pay attention and to accept their responsibilities as members of the class.
6. Students are expected to show respect and consideration of others.

In addition: Students are expected to display good conduct on the way to and from school, on the school grounds, and at all school functions on or off campus. Students are expected to maintain a positive image in the eyes of our community.

Specific School Rules

1. Running in the halls and on the sidewalks is forbidden.
2. Gum is not to be chewed on campus.
3. Fighting, wrestling or any form of rough play is forbidden.
4. Throwing rocks, sticks or other objects will not be tolerated.
5. Climbing on trees, backstops, fences, roofs and other structures (except playground climbing structures) is forbidden.
6. Being around bicycle racks during play periods is forbidden.
7. Playing in or around the restrooms or with drinking fountains is forbidden.
8. Possession of knives, guns, toy guns, matches, hardballs or other objects that could cause bodily harm is forbidden.
9. Toys are not to be brought to school without prior approval.
10. Snacks are to be eaten only in supervised areas and trash are to be placed in a trashcan.
11. Students are to walk bikes at intersections, on sidewalks and on school grounds.
12. Students are to cross streets only in designated areas.
13. Students are to play games only in designated areas.
14. Passing through the office is forbidden.
15. Students are expected to attend school punctually and regularly.
16. Students are expected to leave campus immediately at the end of school programs.
17. Go directly home after school. (Do not go through the High School campus).
18. Students are to arrive no earlier than 7:30 a.m. at Biggs Elementary, and no earlier than 7:45 a.m. at Richvale Elementary. Students at both schools may not return to play until 6:00 p.m.
19. Playing bang ball against a building wall is forbidden.
20. Playing baseball, kickball or football on the black top is forbidden unless supervised by adults.
21. Profanity and other inappropriate language will not be tolerated.
22. Wearing shoes without backs is forbidden (flip flops, etc).
23. Library rules and procedures are to be followed.
24. Cafeteria rules and procedures are to be followed.

Cafeteria Rules

The following rules and procedures are expected to be observed in the cafeteria.

1. Cutting in line will not be tolerated.

2. Good manners are expected.
3. Food is not to be taken from the cafeteria.
4. Leave unopened cartons of milk on the cart in the middle of the cafeteria. Any opened cartons are to be placed in the garbage can.
5. Tables are to left clean and free of food and paper.
7. Hats are not to be worn in the building.
8. Students are expected to use "indoor voices".
9. No throwing of food will be tolerated.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Biggs Elementary School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
3. Drugs and Alcohol [E.C. 48900(c)]						
4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]						
5. Robbery or Extortion [E.C. 48900(e)]						
6. Damage of Property [E.C. 48900(f)]						
7. Theft or Stealing [E.C. 48900(g)]						
8. Tobacco [E.C. 48900(h)]						
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
10. Drug Paraphernalia [E.C. 48900(j)]						
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
12. Possession of Stolen Property [E.C. 48900(l)]						
13. Imitation Firearm						
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
15. Harassment of a Student Witness [E.C. 48900(o)]						
16. Hazing [E.C. 48900(q)]						
17. Aids or Abets						

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
[E.C. 48900(s)]						
18. Sexual Harassment [E.C. 48900.2]						
19. Acts of Hate Violence [E.C. 48900.3]						
20. Other Harassment [E.C. 48900.4]						
21. Terrorist Threats [E.C. 48900.7]						

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.
To provide help and resources for the parent or caretaker.
Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.
However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians
In Public and Private Schools
Teachers
Instructional Aides
Teacher's Aides
Teacher's Assistants
Classified Employees
School Bus Drivers
Administrative Officers
Supervisors of Child Welfare and Attendance
Certificated Pupil Personnel Employees
School District Police or Security
Administrators, Presenters or Counselors of Child Abuse Prevention Programs
Social Workers
Law Enforcement
Fire Fighters
Probation Officers
Parole Officers
District Attorney investigators, inspectors and family support officers
Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators
Administrators and employees of child day care facilities
Licensing Workers
Public Assistance Workers
Foster Parents
Employees of Child Care Institutions:
Health Practitioners
Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	
	OFFICIAL CONTACTED - TITLE		TELEPHONE ()		DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			PRIMARY LANGUAGE SPOKEN IN HOME	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	NAME		BIRTHDATE	SEX	ETHNICITY		
	1. _____		3. _____				
	2. _____		4. _____				
D. INVOLVED PARTIES	VICTIM'S PARENTS/GUARDIANS						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	HOME PHONE ()		BUSINESS PHONE ()				
D. INVOLVED PARTIES	SUSPECT						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	HOME PHONE ()		BUSINESS PHONE ()				
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

All staff member are required to watch video's provided by Vector.

Universal Precautions

All staff member are required to watch video's provided by Vector.

Blood Borne Pathogens – Safety Practices

Students:

Student are directed to not to touch any blood or other object contaminated objects and to contact the office.

Employees

All staff member are required to watch video's provided by Vector.

Identification of Risks of Occupational Exposure

All staff member are required to watch video's provided by Vector.

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
August 2023	Fire Drill	8/22
September 2023		9/20
October 2023	Fire Drill	10/24
November 2023	Fire Drill	NA
December 2023	Fire Drill	NA
January 2024	Fire Drill	1/11
February 2024	Fire Drill	
March 2024	Fire Drill	
April 2024	Fire Drill	
May 2024	Fire Drill	

Appendix G: Safety Plan Review – Approval Form

Biggs Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2023-24

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs Elementary School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

_____	_____	_____
Name	Signature	Date
School Site Council President		

_____	_____	_____
Name	Signature	Date
Principal		

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

_____	_____
Superintendent Signature	Date

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2023-24

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2023
Key Findings of Evaluation Presented to Council	Yes	December 2023
Annual Evaluation of Safety Plan Conducted	Yes	December 2023
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2023
An Action Plan Has Been Developed	Yes	January 2024
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2024
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2024
Public Meeting Held on the Safety Plan	Yes	February 2024
Law Enforcement Approval of Plan	Yes	February 2024
School Site Council review and approval	Yes	February 2024
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2024

BIGGS UNIFIED SCHOOL DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN ADDENDUM

Biggs High School, Biggs Elementary, Richvale Elementary

SB 323

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

SB 10

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.

- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

SB 671

REPORTING AND ASSESSMENT PROCEDURES

The Biggs Unified Schools uses a multidisciplinary threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus.

MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The multidisciplinary threat assessment team responds to, manages, and documents threats at Biggs Unified School District Schools.

- **Team Leader** - The team leader will be the principal at each school site.
- **Threat Assessment Team** – There will be multiple individuals assigned to the team. The team could consist of the school principal and a school psychologist, teacher, coach, another school administrator, or a school resource officer.
- **Interviews** - Interviews of classmates, teachers, parents, and the student of concern will be assigned to the team by the team leader.
- **Assessment Behaviors** – An assessment behavior is also known as a concerning behavior. A concerning behavior, is any dangerous, violent, or unlawful activity at school, school sponsored activity, or on a school bus. Other concerning behaviors can include sudden changes in behavior, appearance, withdrawal, isolation, or performance decline.
- **Team Meetings** – The team will be assembled whenever a report of concerning behavior is received. The team will regularly meet at the start of each school semester to engage in learning activities, scenario-based training, and to evaluate the team’s roles and responsibilities.
- **Intervention Threshold** – Early intervention is a goal of the team. The team should make an inquiry into any concerning behavior that is presented to the team leader or any member of the team. The team may also investigate other behaviors not listed in this safety plan and choose to intervene.

REPORTING

Biggs Unified Schools acknowledges the need for multiple paths to report potential incidents of dangerous, violent, or unlawful activity.

Biggs Unified Schools primarily receives reports through staff or a trusted adult on campus. Any staff member who receives a report of concerning behavior will immediately notify the school site administrator or designee. If a report is received on a bus, the bus driver will notify the school site principal where the student of concern attends.

As an additional reporting option, Biggs Unified Schools uses CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage titled “ANONYMOUS REPORTING.”

Biggs Unified Schools allows anonymous and confidential reporting to the school. Any person making a report to a school official or trusted adult should request their information remain confidential when making the report.

Schools may choose additional reporting options to include:

- Phone message tip line
- School or district website
- Dedicated email address
- Mobile application

Reporting options will include the hours and days each option is monitored. Reporting options will direct anyone making a report to call 911 if the emergency occurs outside of school hours.

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

ASSESSMENT

After the school principal receives a report of concerning behavior, the principal will collaborate with the team and determine the next step. Assessment procedures and techniques can include the following:

- **Law Enforcement Intervention** – Reports of weapons, threats of violence, or concerns about an individual’s safety will be reported to law enforcement.
- **Documentation** – The school or district will maintain all documents created during the assessment. The team leader will control access to the records.
- **Community Systems Approach** – This approach identifies the different sources from which the team can gather information. Sources could include interviews, social media, class assignments, desk or locker areas, law enforcement, family, employers, or school records.
- **Parents** – Parents should be notified as soon as practicable. The team leader will be responsible for parental communication and notification.

MANAGEMENT

After the initial assessment, the team will meet to decide if the incident needs to be documented, referred to law enforcement, or receive additional management and evaluation.

Biggs Unified School District

Biggs High School

School Safety Plan

**2023/2024
School Year**

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School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP)

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline, and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior, and disciplinary consequences.

The district and school consult with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills, and use of school facilities in times of emergency or disaster.

School Profile

Biggs High School (9-12) is one of three schools in the Biggs Unified School District. The school borders the Biggs Elementary School campus. The school sets on an open area of land with athletic fields bordering the Eastern half of the school and streets on the West and South sides.

School Mission / Vision / Values

Mission Statement

The mission of Biggs High School, as the cornerstone of a lifelong learning community, is to make all learners academically and vocationally prepared, self reliant, curious, creative, thoughtful of others, technologically competent, and capable of using their learning to succeed in life and positively contribute to the community.

School Vision

Create a school climate that all students feel safe, encourage to learn and achieve academic goals that prepare them for a future

School Core Values

- Focus on students
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect

Safe School Commitments

Biggs High School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office and school board to identify, establish, and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools, and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community

Safe and Orderly Environment

The School's Social Environment

Leadership at Biggs High School is a shared process. A proactive role is assumed in all phases of the school operation. The Principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The Biggs High School campus encompasses several buildings and a common area. The grounds include several athletic fields.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

A new camera system as been added to all areas of the campus

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Biggs High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conduct monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Biggs High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs High School School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs High School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Biggs High School offers several recognition and award programs such as student attendance awards, students of the month, assemblies and reward activities.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a principal and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Biggs High School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB). The district is exploring the creation of its own SARB board do to the lack of county support

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

To improve school safety and facilities.

To improve school culture and student recognition

Strategies	Resources	Responsible Staff	Timeline	Budget
School Safety and Procedures Conduct annual safety walk-through with the fire marshal	Staff time	Derek Tanner	Fall	
Conduct annual "FIT" facilities review and report on SARC	"FIT Form Staff time	Derek Tanner	Fall	
Use camera surveillance	Cameras	Administration	On-going	General Fund
Post "No Smoking" and "No Vaping" signage	Signs	DO maintenance	On-going	General Fund
Add fencing	materials	DO maintenance		General Fund
Work on AG barnyard area	materials, labor	AG instructor/students		
School Culture Student Recognition Implement WASC ESLERS		Teachers/admin	On-going	
Provide Athletes Committed training for students, staff, parents	Consultant fee	Principal	On-going	Grant Donations

Implement "Wolverines Committed to Excellence"	Staff time, Local newspaper	Principal, coaches students, parents HS Secretary	On-going	
Use attendance initiative /reward system	Community donations	HS Secretary	Weekly, monthly	
Use Pride/Character Counts focus monthly provide student recognition.	Staff time	HS Secretary Teachers, admin	Monthly	Donations
Review detention practices		Principal, asst. principal, committee	Spring-On going	
Add Handicap Access Sign	Sign	Travis Smith	Spring 2023	General
Vulnerability Assessment	Regional Assessment Center	Superintendent	Spring 2024	General

Evaluation Criteria

Review of task completion as scheduled.

Review by SSC.

Appendix A: Assertive Discipline

School Citizenship

Do the right thing when no one is looking.

Students' Classroom Responsibilities

Be prepared to learn and bring needed materials

Specific School Rules

On time, no hats or phones.

Cafeteria Rules

be respectful and pick up after yourself.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Biggs High School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
1. Possession, selling or otherwise furnishing a firearm	No	5 days	Yes	Yes
2. Brandishing a knife.	No	5 days	Yes	Yes
3. Unlawfully sell a controlled substance.	No	5 days	Yes	Yes
4. Committing or attempting to commit sexual assault or battery	No	5 days	Yes	Yes
5. Possession of explosives	No	5 days	Yes	Yes
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				
1. Causing serious physical injury to another person, except in self-defense.	No	5 days	Yes	Yes
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	No	5 days	Yes	Yes
3. Unlawful possession of any drug.	No	5 days	Yes	Yes
4. Robbery or extortion	No	5 days	Yes	Yes
5. Assault or battery upon a school employee.	No	5 days	Yes	Yes

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
--	---------------------------	---------------------	---------------	---------------	-------------------------	-------------------------

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
a. Caused, attempted to cause, or threatened to cause physical injury to another person.	No	No	yes	3-5 days	Yes	Yes For each offense
b. Willfully used force or violence upon another person, except in self-defense.	No	No	No	5 days	Yes	Yes For each offense
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
Possession, sale, or furnishing of weapons (knife, gun sharp object, club, or an object that could inflict injury) or explosive	No	No	No	3-5 days	Yes	Yes For each offense
3. Drugs and Alcohol [E.C. 48900(c)]						
Possession, use, sale or otherwise being under the influence of alcohol, controlled substances or intoxicants.	No	No	No	5 days	Yes	Yes For each offense
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]						
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol or an intoxicant.	May be Considered	No	No	2-5 days	Yes	Yes For each offense
5. Robbery or Extortion [E.C. 48900(e)]						
Committed or attempted to commit robbery or extortion.	May be Considered	No	No	3-5 days	Yes	Yes For each offense

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
6. Damage of Property [E.C. 48900(f)]						
a. Cause, attempt to cause, damage to school or private property (vandalism)	No	No	No	3-5 days	Yes	Yes For each offense
b. Attempted to commit or committed arson	Yes	No	No	3-5 days	Yes	Yes Contact Fire Marshall
7. Theft or Stealing [E.C. 48900(g)]						
Stealing or attempting to steal school or private property.	May be considered	No	3-5 days	3-5 days	Yes	Yes Depending on value of items
8. Tobacco [E.C. 48900(h)]						
Possession or use of tobacco or nicotine products (including clove cigarettes and betel).	May be considered	No	1-3 days	3-5 days	Yes	Yes
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
a. Directed at peers.	May be considered	No	1-3 days	1-3 days	Yes	Yes
b. Directed at school personnel.	May be considered	No	No	3-5 days	Yes	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
10. Drug Paraphernalia [E.C. 48900(j)]						
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia	May be considered	No	3-5 days	3-5 days	Yes	Yes
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
1. Failure to follow classroom/school rules to include all school sponsored events.	May be considered	Yes	1-3 days	1-5 days	Yes	No
2. Willfully defying the valid authority of school officials engaged in the performance of their duties.	May be considered	Yes	Yes	1-5 days	Yes	No
a. Cutting class	May be considered	Yes	1-5 days	No	Yes	
b. Tardies	Warning	2-3 tardies=2 Detentions	4+ - 1-5 days Poss.Rest. on campus lunch	No	No	No
c. Inappropriate use of electronic devices during school hours. [E.C. 48901.5(a)]	Yes Confiscate-Pick up at report card time	Yes	Confiscate. Pick up at end of semester 1-3 days ISS	Confiscate. Pick up at the end of the year. 1-3 days Suspension	Yes	No
d. Inappropriate use of cell phones to include photo and text messaging during school hours. Second offense, Administrator may keep the phone for the remainder of the semester/year.	Yes Confiscate-return to parent by Principal or Designee at end of the day	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Detention	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days ISS	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Suspension	Yes	No

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
e. Driving in unsafe illegal manner [48900(k), AR5131.3]	Call parents Call Police	No	Revoke driving privileges for remainder of semester Call Police 1-3 days	Revoke driving privileges for remainder of year Call Police 1-3 days	Yes	Yes
f. Violation of Dress Code	Yes Warning, call home for appropriate clothing, issue loaner, send home	Yes	1-3 days	1-5 days	Yes	No
g. Failure to follow conduct code for school passengers. [B.P. 5131.1]	Refer to Bus Code of Conduct					
h. Students having to be removed from any school rally will not be allowed to attend any future rallies for that school year. This may be extended to include up to one additional year of non attendance. Students will report to the front office.	May be considered	1-3 Days	1-5 Days	Yes	May	
i. Students are not allowed on other site campuses unless they have received prior approval.	May be considered	1-3 days	1-5 days	Yes	May	

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
j. Cheating	May be considered; no credit, a grade of "F" or "0" points will be given. Parent contacted	1-5 days suspension; No credit, or points given; grade of F.	1-5 days suspension; no credit/points given; grade of "F".	1-5 days suspension; no credit/points given; grade of "F".	No	No
12. Possession of Stolen Property [E.C. 48900(l)]						
Knowingly receive stolen school property or private property	May be considered	No	3-5 days	3-5 days	Yes	Yes
13. Imitation Firearm						
Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	Yes	No	1-3 days	3-5 days	Yes	Yes
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
Committed or attempted to commit sexual assault or battery	Yes	No	No	3-5 days	Yes	Yes
15. Harassment of a Student Witness [E.C. 48900(o)]						
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	No	No	No	5 days	Yes	Yes
16. Hazing [E.C. 48900(q)]						
Engaged in, or attempted to engage in hazing. (as defined in E.C 32050)	No	No	2-5 days	3-5 days	Yes	No
17. Aids or Abets [E.C. 48900(s)]						
The infliction or attempted infliction of	No	No	2-5 days	3-5 days	No, unless judged	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
physical injury to another person.					by a juvenile court to have committed as an aider or abettor causing serious bodily harm. Expulsion would move forward under EC. 48900 a1 or a2	
18. Sexual Harassment [E.C. 48900.2]						
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies grades 4-12.	May be considered	Yes	3-5 days	3-5 days	Yes	Yes
19. Acts of Hate Violence [E.C. 48900.3]						
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat may be considered an act of hate violence. Applies to grades 4-12.	May be considered	No	No	5	Yes	Yes
20. Other Harassment [E.C. 48900.4]						
Intentionally engaging in harassment, threats, or intimidation against student or	May be considered	No	3-5 days	3-5 days	Yes	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment. Applies to grades 4-12						
21. Terrorist Threats [E.C. 48900.7]						
Making terrorist threats against school officials and/or school property.	No	No	No	5 days	Yes	Yes

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.

To provide help and resources for the parent or caretaker.

Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.

However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians
In Public and Private Schools
Teachers
Instructional Aides
Teacher's Aides
Teacher's Assistants
Classified Employees
School Bus Drivers
Administrative Officers
Supervisors of Child Welfare and Attendance
Certificated Pupil Personnel Employees
School District Police or Security
Administrators, Presenters or Counselors of Child Abuse Prevention Programs
Social Workers
Law Enforcement
Fire Fighters
Probation Officers
Parole Officers
District Attorney investigators, inspectors and family support officers
Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators
Administrators and employees of child day care facilities
Licensing Workers
Public Assistance Workers
Foster Parents
Employees of Child Care Institutions:
Health Practitioners
Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
	VICTIM'S SIBLINGS		NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
1. _____		3. _____							
2. _____		4. _____							
D. INVOLVED PARTIES PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

Hygiene is typically thought of in terms of proper handwashing, body washing, and facial cleanliness. Although these practices are essential to overall cleanliness and interrupting the spread of disease, another component of good hygiene consists of practicing good hygiene etiquette.

Proper hand washing is crucial to preventing the spread of infection. Textured jewelry on the hands or wrists (such as rings and stones) should be removed prior to washing and kept off until completion of the care procedure and hands are rewashed. Use of running water, lathering with soap and using friction to clean all surfaces of remaining jewelry and hands is key. Rinse well with running water and dry hands with paper towels. If soap and water are unavailable, use alcohol hand rinse.

Universal Precautions

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus, and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

Blood Borne Pathogens – Safety Practices

Students:

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus, and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

Employees

The single most important step in preventing exposure to and transmission of any infection is anticipating contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, the care-giver should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles, and proper decontamination of these measures will enhance protection of both the care-giver and the student.

Identification of Risks of Occupational Exposure
district policy

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
Sept. 2023	Fire Drill	Distant Learning
Nov. 2023	Lock Down	went well no problems to note
Dec. 2023	Fire Drill	went well all paper work with teachers
Jan. 2024	Fire Drill Down	went well all paper work with teachers
Feb. 2024	Fire Drill	went well all paper work with teachers
Mar. 2024	Lock Down Drill	
Apr. 2024	Fire Drill	
May 2024	Fire Drill	

Appendix G: Safety Plan Review – Approval Form

Biggs High School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2023/2024

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs High School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

Name School Site Council President	Signature	Date
---------------------------------------	-----------	------

Name Principal	Signature	Date
-------------------	-----------	------

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date
--------------------------	------

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2023/2024

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2023
Key Findings of Evaluation Presented to Council	Yes	December 2023
Annual Evaluation of Safety Plan Conducted	Yes	December 2023
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2023
An Action Plan Has Been Developed	Yes	January 2024
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2024
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2024
Public Meeting Held on the Safety Plan	Yes	February 2024
Law Enforcement Approval of Plan	Yes	February 2024
School Site Council review and approval	Yes	February 2024
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2024

BIGGS UNIFIED SCHOOL DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN ADDENDUM

Biggs High School, Biggs Elementary, Richvale Elementary

SB 323

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

SB 10

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.

- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

SB 671

REPORTING AND ASSESSMENT PROCEDURES

The Biggs Unified Schools uses a multidisciplinary threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus.

MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The multidisciplinary threat assessment team responds to, manages, and documents threats at Biggs Unified School District Schools.

- **Team Leader** - The team leader will be the principal at each school site.
- **Threat Assessment Team** – There will be multiple individuals assigned to the team. The team could consist of the school principal and a school psychologist, teacher, coach, another school administrator, or a school resource officer.
- **Interviews** - Interviews of classmates, teachers, parents, and the student of concern will be assigned to the team by the team leader.
- **Assessment Behaviors** – An assessment behavior is also known as a concerning behavior. A concerning behavior, is any dangerous, violent, or unlawful activity at school, school sponsored activity, or on a school bus. Other concerning behaviors can include sudden changes in behavior, appearance, withdrawal, isolation, or performance decline.
- **Team Meetings** – The team will be assembled whenever a report of concerning behavior is received. The team will regularly meet at the start of each school semester to engage in learning activities, scenario-based training, and to evaluate the team’s roles and responsibilities.
- **Intervention Threshold** – Early intervention is a goal of the team. The team should make an inquiry into any concerning behavior that is presented to the team leader or any member of the team. The team may also investigate other behaviors not listed in this safety plan and choose to intervene.

REPORTING

Biggs Unified Schools acknowledges the need for multiple paths to report potential incidents of dangerous, violent, or unlawful activity.

Biggs Unified Schools primarily receives reports through staff or a trusted adult on campus. Any staff member who receives a report of concerning behavior will immediately notify the school site administrator or designee. If a report is received on a bus, the bus driver will notify the school site principal where the student of concern attends.

As an additional reporting option, Biggs Unified Schools uses CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage titled “ANONYMOUS REPORTING.”

Biggs Unified Schools allows anonymous and confidential reporting to the school. Any person making a report to a school official or trusted adult should request their information remain confidential when making the report.

Schools may choose additional reporting options to include:

- Phone message tip line
- School or district website
- Dedicated email address
- Mobile application

Reporting options will include the hours and days each option is monitored. Reporting options will direct anyone making a report to call 911 if the emergency occurs outside of school hours.

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

ASSESSMENT

After the school principal receives a report of concerning behavior, the principal will collaborate with the team and determine the next step. Assessment procedures and techniques can include the following:

- **Law Enforcement Intervention** – Reports of weapons, threats of violence, or concerns about an individual’s safety will be reported to law enforcement.
- **Documentation** – The school or district will maintain all documents created during the assessment. The team leader will control access to the records.
- **Community Systems Approach** – This approach identifies the different sources from which the team can gather information. Sources could include interviews, social media, class assignments, desk or locker areas, law enforcement, family, employers, or school records.
- **Parents** – Parents should be notified as soon as practicable. The team leader will be responsible for parental communication and notification.

MANAGEMENT

After the initial assessment, the team will meet to decide if the incident needs to be documented, referred to law enforcement, or receive additional management and evaluation.

Biggs Unified School District

Richvale Elementary School

School Safety Plan

**2023-2024
School Year**

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School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP) Budget is in the LCAP.

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior and disciplinary consequences.

The district and school consults with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills and use of school facilities in times of emergency or disaster.

School Profile

Richvale Elementary School (K-5) is one of three schools in the Biggs Unified School District. This small school in the town of Richvale is 9 miles Northwest of the city of Biggs and serves students from both communities.

School Mission / Vision / Values

Mission Statement

Richvale Elementary School staff and community are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated. All students will become lifelong learners who will value education and accept their social and global responsibilities.

School Vision

Richvale Elementary School will be a professional, collaborative community characterized by high quality teaching that focuses on student achievement with the premise that all students can learn. A safe environment is a priority for learning.

School Core Values

- Focus on students/children
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism

Safe School Commitments

Richvale Elementary School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Safe and Orderly Environment

The School's Social Environment

Leadership at Richvale Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The school site encompasses a main building that has been divided into 4 classrooms. There is a gym next to it. We are in the process of putting in a new children's play area containing slides and other play equipment. There are also half court basketball courts with an enclosed tennis court on the playground area.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. We are also in the process of installing an iron fence around the perimeter of the school to increase school safety.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Camera have been added to the campus

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual

classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Richvale Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Richvale Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Richvale Elementary School School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Richvale Elementary School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Richvale Elementary School offers several recognition and award programs such as the principal club, awards assemblies and reward trips.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success. Staff has been train on Universal Design for Learn (UDL), and all teachers at Richvale have on Language Essentials for Teachers of Reading and Spelling (LETRS) and also have knowledge around a variety of dysregulating behaviors and how to de-escalate these behaviors.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a principal, teachers and instructional aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety. camera have been added to the school

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing middle school and high school pupils with a comprehensive drug and violence prevention program and providing pupils in grades six through eight with a comprehensive tobacco use prevention education.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Richvale Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB)

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

- To provide a safe environment for all students and staff at Richvale Elementary. School
- To provide a consistent school-wide student behavior management program emphasizing academic achievement.

Strategies	Resources	Responsible Staff	Timeline	Budget
Physical Environment Post signs: <ul style="list-style-type: none"> • Non Smoking • Closed Campus/No Loitering (at least 2 big signs) • No Dogs on Campus • Visitor Sign-in • Bus Loading Zone 	Purchased by District Office	District Office and Maintenance and Operations	On going	DO funding
Behavioral Expectation Signs		District Maintenance and Operations	On going	No cost
Safety check and maintenance of playground equipment.		Principal and District Maintenance and Operations	On going	DO funding
Survey of outside lighting needs and on-going maintenance.			Ongoing	
Water quality regularly monitored and reported to school in a timely manner.		District office staff	Regularly	
Installation of a fence around the perimeter of the school in order to increase safety	Purchased by the District Office	District Office and Maintenance and	Should be completed by May	Do Funding

		Operation	2024	
School-wide Safety Plan including fire drills and preparing staff for potential lock downs and evacuation.		Staff	Every month August - May	No cost
School Climate Monthly awards assemblies recognizing academic and behavioral achievements.		Staff	On going	Site budget
All major behavioral infractions are tracked in Aeries Program.		Staff	On going	
Provide additional safety training for teachers and staff	Provided by BCOE	Principal	February 14, 2024	Provided by BCOE

Evaluation Criteria

End of year evaluation of completion of strategies.

Discipline data, attendance records for training, copy of implementation plans, meeting agendas and minutes.

Appendix A: Assertive Discipline

School Citizenship

Richvale Elementary Schools utilize an assertive discipline approach to discipline. Our philosophy is based on the following principle:

Children need to live in a safe and caring environment that holds them responsible for their behaviors.

Teachers ensure good behavior by teaching students exactly what behaviors are expected, by recognizing and rewarding appropriate behavior, and by providing consequences for students who choose to ignore their responsibilities.

To this end, each teacher has established a set of rules, which is posted in their classroom. The rules deal with teacher expectations for student behavior in that class. While no two teachers have exactly the same behavior expectations, all teachers have established their classroom responsibilities rules around the principle that "no student will be allowed to prevent teaching or learning from taking place."

In addition, teachers have established a specific set of rewards and disciplinary consequences to encourage students to meet their citizenship responsibilities. Once again, while rewards and consequences may vary, each teacher has explained his/her rewards and consequences and has posted them in the classroom. All students are aware of what will happen if they choose to disregard the rules.

Assertive discipline rules, rewards and consequences are also used to govern behavior in the cafeteria, library, computer lab, on the playground during recesses and while students move about school grounds.

Students' Classroom Responsibilities

1. Students are expected to go directly to their workstations and be ready to begin lessons upon entering the classroom.
2. Students are expected to bring with them all necessary materials with which to work.
3. Students are expected to enter and leave the class in an orderly manner.
4. Students are expected to leave classrooms neat by putting classroom materials in their proper place by putting all waste paper in the wastebasket.
5. Students are expected to pay attention and to accept their responsibilities as members of the class.
6. Students are expected to show respect and consideration of others.

In addition: Students are expected to display good conduct on the way to and from school, on the school grounds, and at all school functions on or off campus. Students are expected to maintain a positive image in the eyes of our community.

Specific School Rules

1. Running in the halls and on the sidewalks is forbidden.
2. Gum is not to be chewed on campus.
3. Fighting, wrestling or any form of rough play is forbidden.
4. Throwing rocks, sticks or other objects will not be tolerated.
5. Climbing on trees, backstops, fences, roofs and other structures (except playground climbing structures) is forbidden
6. Being around bicycle racks during play periods is forbidden.
7. Playing in or around the restrooms or with drinking fountains is forbidden.
8. Possession of knives, guns, toy guns, matches, hardballs or other objects that could cause bodily harm is forbidden.
9. Toys are not to be brought to school without prior approval.
10. Snacks are to be eaten only in supervised areas and trash are to be placed in a trashcan.
11. Students are to walk bikes at intersections, on sidewalks and on school grounds.
12. Students are to cross streets only in designated areas.
13. Students are to play games only in designated areas.
14. Passing through the office is forbidden.
15. Students are expected to attend school punctually and regularly.
16. Students are expected to leave campus immediately at the end of school programs.
17. Go directly home after school.
18. Students are to arrive no earlier than 7:45 a.m. at Richvale Elementary. Students may not return to play until 6:00 p.m.
19. Playing bang ball against a building wall is forbidden.
20. Playing baseball, kickball or football on the black top is forbidden unless supervised by adults.
21. Profanity and other inappropriate language will not be tolerated.
22. Wearing shoes without backs is forbidden (flip flops, etc)
24. Cafeteria rules and procedures are to be followed.

Cafeteria Rules

The following rules and procedures are expected to be observed in the cafeteria.

1. Cutting in line will not be tolerated.
2. Good manners are expected.

3. Food is not to be taken from the cafeteria.
4. You must take a carton of milk. Leave unopened cartons on the cart in the middle of the cafeteria. Any opened cartons are to be placed in the garbage can.
5. Tables are to left clean and free of food and paper.
6. Hats are not to be worn in the building.
7. Lunches will not be served after 12:05 p.m. in Biggs or 11:55 a.m. at Richvale.
8. Students are expected to use “indoor voices”.
9. Throwing food will be tolerated.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Richvale Elementary School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
3. Drugs and Alcohol [E.C. 48900(c)]						
4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]						
5. Robbery or Extortion [E.C. 48900(e)]						
6. Damage of Property [E.C. 48900(f)]						
7. Theft or Stealing [E.C. 48900(g)]						
8. Tobacco [E.C. 48900(h)]						
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
10. Drug Paraphernalia [E.C. 48900(j)]						
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
12. Possession of Stolen Property [E.C. 48900(l)]						
13. Imitation Firearm						
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
15. Harassment of a Student Witness [E.C. 48900(o)]						
16. Hazing [E.C. 48900(q)]						
17. Aids or Abets						

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
[E.C. 48900(s)]						
18. Sexual Harassment [E.C. 48900.2]						
19. Acts of Hate Violence [E.C. 48900.3]						
20. Other Harassment [E.C. 48900.4]						
21. Terrorist Threats [E.C. 48900.7]						

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.
To provide help and resources for the parent or caretaker.
Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.
However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians

In Public and Private Schools

Teachers

Instructional Aides

Teacher's Aides

Teacher's Assistants

Classified Employees

School Bus Drivers

Administrative Officers

Supervisors of Child Welfare and Attendance

Certificated Pupil Personnel Employees

School District Police or Security

Administrators, Presenters or Counselors of Child Abuse Prevention Programs

Social Workers

Law Enforcement

Fire Fighters

Probation Officers

Parole Officers

District Attorney investigators, inspectors and family support officers

Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators

Administrators and employees of child day care facilities

Licensing Workers

Public Assistance Workers

Foster Parents

Employees of Child Care Institutions:

Health Practitioners

Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
	VICTIM'S SIBLINGS		NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
1. _____		3. _____							
2. _____		4. _____							
D. INVOLVED PARTIES PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

videos are provided by Vector Safety training and watch

Universal Precautions

videos are provided by Vector Safety training and watch

Blood Borne Pathogens – Safety Practices

Students:

videos are provided by Vector Safety training and watch

Employees

videos are provided by Vector Safety training and watch

Identification of Risks of Occupational Exposure

videos are provided by Vector Safety training and watch

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
8/22/23	Fire Drill	Went well
9/20/23	Fire Drill	Went well
10/25/23	Fire Drill	Went well
1/18/24	Fire Drill	Went well
2/15/24	School Safety Procedures Professional Development for Staff	Scheduled

Appendix G: Safety Plan Review – Approval Form

Richvale Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2023-2024

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Richvale Elementary School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

Name School Site Council President	Signature	Date

Name Principal	Signature	Date

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2023-2024

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2023
Key Findings of Evaluation Presented to Council	Yes	December 2023
Annual Evaluation of Safety Plan Conducted	Yes	December 2023
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2023
An Action Plan Has Been Developed	Yes	January 2024
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2024
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2024
Public Meeting Held on the Safety Plan	Yes	February 2024
Law Enforcement Approval of Plan	Yes	February 2024
School Site Council review and approval	Yes	February 2024
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2024

BIGGS UNIFIED SCHOOL DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN ADDENDUM

Biggs High School, Biggs Elementary, Richvale Elementary

SB 323

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

SB 10

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.

- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

SB 671

REPORTING AND ASSESSMENT PROCEDURES

The Biggs Unified Schools uses a multidisciplinary threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus.

MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The multidisciplinary threat assessment team responds to, manages, and documents threats at Biggs Unified School District Schools.

- **Team Leader** - The team leader will be the principal at each school site.
- **Threat Assessment Team** – There will be multiple individuals assigned to the team. The team could consist of the school principal and a school psychologist, teacher, coach, another school administrator, or a school resource officer.
- **Interviews** - Interviews of classmates, teachers, parents, and the student of concern will be assigned to the team by the team leader.
- **Assessment Behaviors** – An assessment behavior is also known as a concerning behavior. A concerning behavior, is any dangerous, violent, or unlawful activity at school, school sponsored activity, or on a school bus. Other concerning behaviors can include sudden changes in behavior, appearance, withdrawal, isolation, or performance decline.
- **Team Meetings** – The team will be assembled whenever a report of concerning behavior is received. The team will regularly meet at the start of each school semester to engage in learning activities, scenario-based training, and to evaluate the team’s roles and responsibilities.
- **Intervention Threshold** – Early intervention is a goal of the team. The team should make an inquiry into any concerning behavior that is presented to the team leader or any member of the team. The team may also investigate other behaviors not listed in this safety plan and choose to intervene.

REPORTING

Biggs Unified Schools acknowledges the need for multiple paths to report potential incidents of dangerous, violent, or unlawful activity.

Biggs Unified Schools primarily receives reports through staff or a trusted adult on campus. Any staff member who receives a report of concerning behavior will immediately notify the school site administrator or designee. If a report is received on a bus, the bus driver will notify the school site principal where the student of concern attends.

As an additional reporting option, Biggs Unified Schools uses CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage titled “ANONYMOUS REPORTING.”

Biggs Unified Schools allows anonymous and confidential reporting to the school. Any person making a report to a school official or trusted adult should request their information remain confidential when making the report.

Schools may choose additional reporting options to include:

- Phone message tip line
- School or district website
- Dedicated email address
- Mobile application

Reporting options will include the hours and days each option is monitored. Reporting options will direct anyone making a report to call 911 if the emergency occurs outside of school hours. The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

ASSESSMENT

After the school principal receives a report of concerning behavior, the principal will collaborate with the team and determine the next step. Assessment procedures and techniques can include the following:

- **Law Enforcement Intervention** – Reports of weapons, threats of violence, or concerns about an individual’s safety will be reported to law enforcement.
- **Documentation** – The school or district will maintain all documents created during the assessment. The team leader will control access to the records.
- **Community Systems Approach** – This approach identifies the different sources from which the team can gather information. Sources could include interviews, social media, class assignments, desk or locker areas, law enforcement, family, employers, or school records.
- **Parents** – Parents should be notified as soon as practicable. The team leader will be responsible for parental communication and notification.

MANAGEMENT

After the initial assessment, the team will meet to decide if the incident needs to be documented, referred to law enforcement, or receive additional management and evaluation.

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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)8681281

Goal 1

Goal Description

Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students.

Priority 1, 2 and 7

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1A - teachers properly credentialed and appropriately assigned	98% 2020-21 school year	98% full credentialed	99% full credentialed	Spring 2023 97% properly credentialed and appropriately assigned	100%
1B - access to standards aligned instructional	100% 2022-21 school year	100% of students have access to SAIM	100% of students have access to SAIM	100% of students have access to SAIM	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
materials Source: SARC/Williams visit					
1C - Facilities maintained in good repair Source: Facilities Inspection 2020	Good Rating 2020-21 Williams visit BCOE	Per the 2021 Williams visit all facilities are in excellent condition	All facilities are in excellent condition considering the age of the facilities	All facilities are in excellent condition considering the age of the facilities	Maintain good rating
2A - Implementation of State Standards Source: Local Indicator Tool Priority	Beginning Development (2) on instructional materials in science 2021-22 school year (3-5) on providing professional learning in math 2019	3 on science instructional materials. Did not provide professional learning in Math	Science materials adopted, the district could not find a math coach, but articulation between High School and Middle school teacher has improved greatly	Have adopted and implemented science program Inspire for the junior high and Amplify for the high school. We have not hired a math coach, but are continuing to have articulation between High school and Middle School. Have also purchased IXL for junior high and high school in order to improve math intervention.	Full Implementation and Sustainability (5) Full Implementation and Sustainability
7A - Access to and enrolled in a Broad Course of Study	Current Biggs High School has 3 CTE pathways. All 9th grade students are enrolled in the beginning class of a pathway (2020-21 master schedule)	District Maintain Broad Course of Study through the Master schedule in 2020-2021	The district continues to maintain broad course of study in the master schedule and is looking at adding music.	The district maintains a broad course of study in the master schedule and has added an art class in high school and middle school.	By 2023-2024 BUSD will offer four CTE pathways
7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	All K-8th grade students have a counselor available 5 days a week (elementary) 2020-21	District Maintain K-8th counselor five days a week	District Maintain K-8th counselor five days a week	The district is continually posting and actively searching for a qualified k-8 counselor for five days a week.	5 days a week
Priority 4-Pupil Achievement AP Enrollment and Pass Rate	From DataQuest, Pre-COVID (2018-19) 23 AP test were taken, 0% of the students passed with a 3 or higher	Do not have 2022 DATA, 8 students took AP test	3 student passed AP exam with a score of 3 or higher	4 students passed the AP exam with a score of 3 or higher	50% of the student who take AP test will pass with 3 or higher
College/Career Ready California Dash Board	2018-2019 Data 24.1% of seniors Prepared 32.8% Approaching Prepared	2019-20 25.3% prepared 37.1% approaching prepared	2021-2022 32% prepared 41% approaching prepared	2022-2023 12.9% prepared 61.3% approaching prepared	50% Prepared 40% Approaching Prepared 10% Not prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	43.1% Not Prepared	27.6 not prepared	27% not prepared	25.8% not prepared	
Graduation Rate	Dashboard 2019 - 94.8% Local Data 2020 - 96%	2021 96% (47 students in class)	2022 96%	2023 96.8% Graduated	98%
Graduates Meeting UC/CSU Requirements California Dash Board	2019 - 24%	2021 19% (47) students in class	2022 21 %	Not available	50%
High School and Middle School Drop out Rate:	2018-2019 High School - 3.1 % Middle School - 1.1%	2020-2021 High School 4.3% Middle School 1%	2021-22 High School 2.3 % Middle School 1%	2022-2023 High school 1% Middle School 0%	1.1% 0.1%
CTE sequence completers	2019 24% Dash Board	2021-2022 76%	2022 10 %	2023 67% completed at least one pathway	50% CTE sequence completers
11th Grade EAP	2019 3% of test takes	2020 3.1%	2022 13%	2023 36 %	25% of test takers

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Certificated Staff Maintain fully credentialed and appropriately assigned teachers. All teachers TK-8th grade have multiple subject credentials. Teachers in grades 9-12 have single subject credentials in Math, Science, Social Studies, English, Spanish and P.E. CTE teacher have CTE credentials.	Yes	Partially Implemented	The district has made every effort to hire fully credentialed teachers. However, due to the teaching shortage we have had to hire interns on some occasions.	Teacher assignments	\$255,870.00	\$216,203.88
1.2	Standards aligned instructional materials	Yes	Fully Implemented	We have purchased new science curriculum "Inspire" for BES and "Amplify" for BHS. We	SARC reports	\$200,000.00	\$110,584.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Purchase consumables for ELA/ELD K-12, and social studies K-12 Preview K-12 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement "Amplify" NGSS curriculum in grades K-12.			also purchased consumables for ELA and social studies grades k-12.			
1.3	Increase engagement and awareness of NGSS Host a science night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	Yes	Fully Implemented	We hosted Steam night on September 28th at BES. PAWS paid for this event.		\$1,500.00	\$0.00
1.4	Technology Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	No	Fully Implemented	Maintained 1:1 ratio with devices. The district has a technology plan		\$100,000.00	\$164,877.99
1.5	Internet Access Purchase hotspots for students without internet access	Yes	Fully Implemented	The district still has hot spots available.		\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Professional Development for Science and Math and ELD Teacher Professional development will be provided for implementation of the new NGSS Science curriculum "Amplify" and "Inspire" and Math standards aligned curriculum. Professional Development for ELD teacher on currents trends and testing</p>	Yes	Partially Implemented	Teachers have access to Inspire webinars. The ELD teacher is observing teachers at other schools and is working with the principals to improve the program. Professional development for math will be provided for BES and BHS.		\$8,500.00	\$170.00
1.7	<p>Professional Development for Science and Math and ELD Teacher Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence.</p> <p>They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.</p> <p>Additionally, Butte County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also</p>	Yes	Partially Implemented	Teachers are provided collaboration time to work with their grade level team and vertically to develop science and math prerequisite skills and scope and sequence. Professional Development for content has not been available from BCOE. Butte County has provided professional development to BES staff for integrated and designated ELD We have scheduled outside vendors to help improve math scores. BES has worked with the high school in looking at math data before school started.		\$71,000.00	\$11,493.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide professional development and support for teachers in teaching standards based curriculum. The district will also contract with outside consultants to provide support for all teachers with focus on ELD standards in all classrooms						
1.8	Using data to meet student needs Re-evaluate the needs based on the next dashboard release to determine what progress has been made, or if this student group continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities. The district will provided release time for teacher to evaluate the data.	Yes	Partially Implemented	Teachers are given one week a month to look at data in order to drive instruction and intervention. A data coordinator is analyzing and sharing I Ready and Maps data with BES and BHS teachers.		\$5,000.00	\$5657.88
1.9	Counseling Support Fund a fulltime counselor with 15 extra days at elementary level for student support	Yes	Planned	We are actively searching for a qualified counselor to help meet our students social/emotional needs.		\$20,000.00	\$101.68
1.10	SEL Curriculum Provide SEL Curriculum to support all students	Yes	Partially Implemented	The high school, middle school, and elementary school are in the process of implementing		\$3,500.00	\$1900.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Wayfinder social emotional curriculum.			
1.11	Family Literacy Night Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	Yes	Fully Implemented	BES provided a book fair for students during the day in October and opened it up to the families during the fall carnival. BCOE has provided books and prizes at Back to School Night as an effort to improve family literacy.		\$2,000.00	\$0.00
1.12	Facilities Purchase filling stations Purchase shade structure for elementary and middle schools Replace TK-K playground structures General up keep to facilities including athletic fields	No	Partially Implemented	The filling stations were purchased and put in. We are in the process of installing the playground equipment at BES and RES. We are continually keeping up the facilities, including the athletic fields.		\$80,000.00	\$106,155.00
1.13	Independent study Fund online independent study program (Accelus)	Yes	Fully Implemented	We use Accelus in our independent study program.		\$20,000.00	\$15,000.00
1.14	Get Focused - stay Focused curriculum for high school Purchased Get Focused curriculum for high school - 8th grade for student goal setting and career exploring	Yes	Fully Implemented	The district did not purchase Get Focus-Stay Focused curriculum because we had a license that carried over from the previous year.		\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.15	AP Spanish Vista Higher Learning AP Spanish support	Yes	Fully Implemented	BHS is using Vista Higher Learning AP Spanish Support.		\$3,000.00	\$0
1.16	New Teacher Support Enrollment of new teachers in a support program to clear credentials	Yes	Fully Implemented	All new teachers are provided new teacher induction support through Tehama County in order to clear their credential. We will be paying this later on in the year.		\$25,000.00	\$0
1.17	Classified Staff Classified staff salaries for classroom support, tutoring and play ground supervision of activities	Yes	Fully Implemented	We have numerous aids to assist in the classroom, provide tutoring, and playground supervision.		\$109,037.00	\$80,173.35

Goal 2

Goal Description

Biggs Unified School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

Priority 4 and 8

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
4a - Statewide Assessments	2018-2019 Data BES ELA: Yellow, 50.4 points below standard	2020 BUSD did not have state data. Local Data BES in ELA 38% proficient	Points below standard (PBS) on state dashboard BES ELA -48.7 PBS	2023 Points below standard (PBS) on state dashboard	BES ELA: At Standard BES Math: At Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Source: Dashboard - Academic Indicator	BES Math: Orange, 98.3 points below standard BHS ELA: Yellow 6.6 points below standard BHS Math: Red 135 points below standard	RES in ELA 62% proficient BES in Math 8% proficient No data for RES in math BHS ELA: 4.2 points below standard BHS Math: RED 144 points below standard	BES Math -103 PBS RES ELA -19.5 PBS RES Math -43.6 PBS BHS ELA -61.9 PBS BHS Math -175.6 PBS	BES ELA -42.3 PBS BES Math-85.6 PBS RES ELA -24. PBS RES Math-11.7 PBS BHS ELA + 29.7 (above standard) BHS Math- 105.4 PBS	BHS ELA: 5.5 above Standard BHS Math: At Standard
4E - EL's who make progress toward English proficiency	2020 ELPAC 25% of EL students moved from 2A to 2B	2021 34% of EL students moved a level	2022 23 % of EL students moved level	2023 51.2% of EL students making progress	Increase 40% of EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020	2021 24% of EL students were reclassified	2022 18% of EL students were reclassified	2023 9% of EL students were reclassified	20% students reclassified
8 - Local Data Source: Benchmark Assessments ELA: k-5 Wonders, 6-8 StudySync Math: Star Math MAPS	2020-2021 ELA 32% met or exceeds standards Math 20% met or exceeds standards	2021-2022 ELA 35% met or exceeds standards Math 21% met or exceeds standards	2022-23 ELA 43% met or exceeds standards Math 26% met or exceeds standards MAP 7-12 Grade 45% of students met standards	2023 I Ready Richvale Math 30% met or exceeds Richvale ELA 49% met or exceeds standards Biggs ELA 26% met or exceeds Biggs Math 11% met or exceeds MAP 6-8 grade 39% Reading Map 6-8 grade 36% Math MAP 9-12 grade 46% Reading MAP 9-12 grade 41% Math	60% ELA students met or exceeded standard on district wide benchmark 50% Math students
Collage/Career	2018-2019	2020-2021	2020-21 26% of senior class college career ready	2022-2023 12.9% College Career Ready	75% of all students are college - career ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Dashboard College and Career Indicator	BHS 24.1% of all seniors are college/career ready				
4 Pupil Achievement SAT/ACT Participation	In 2020 17% of Senior Class took test	No Longer testing	No Longer testing	No longer testing	5% increase in students taking SAT/ACT
4 Pupil achievement CTE and A to G Completion	In 2019-20 3% of graduates met CTE and A to G completion	2020-21 17% of graduates met CTE and AG completion	2020-21 17% of graduates met CTE and AG completion	2022-2023 7.5% of graduates met CTE and AG completion	10% of graduratiing seniors will meet both

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Assessment Data Analyzation Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions. ELA specialist and math specialist will help teachers analyze data within grade level groups and drive instruction to aid in learning recovery	Yes	Partially Implemented	Teachers are provided collaboration time to analyze assessment data within grade level groups and individually. The ELA specialists and Math teacher help teachers analyze data within grade level groups. A data coordinator assists with gathering of data.		\$10,000.00	\$6338.00
2.2	District wide benchmark plan and schedule for ELA. Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) in Benchmark 6th–12th Grade teachers will administer district created StudySync assessments three times a year	Yes	Partially Implemented	BES Middle School and BHS are using MAPs testing. BES and RES are using I ready for benchmark data. In addition, a team of RES and BES are developing a common assessment and standards based assessments.		\$4,000.00	\$4698.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Common testing protocol will be established and followed Teachers will track baseline data on a common tracking sheet						
2.3	Intervention Specialists/math coach Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan. Common testing protocol will be established and followed.	Yes	Partially Implemented	All BHS/BES/ RES teachers have a testing schedule for I READY and MAPS testing and have been analyzing the results and using it to drive instruction and intervention.		\$2,000.00	\$450.00
2.4	Intervention Specialists/math coach Hire an ELA/ Math Intervention specialist for K-6th Contract a math coach K-12	Yes	Partially Implemented	BES has hired a ELA intervention specialist for k-5. The district has made attempts to find a math coach, but has not yet secured one. The highschool has created pre-integrated support for struggling math students and freshman studies for additional support. Anne Romena also supports struggling students, even if they do not have an IEP.		\$71,943.00	\$2810.55
2.5	ELA Intervention Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times.	Yes	Partially Implemented	Teachers are provided release time to look at the ELA data. At BES students are receiving intervention pull out at		\$3,800.00	\$7096.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Teachers will continue to work with the district and principals to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. Teachers will be provided release time to look at the intervention data and meet with intervention teacher			optimal times. A teacher is receiving a stipend to analyze the data. Data is being shared with grade level teams. Principals are monitoring the data.			
2.6	<p>Math Intervention District will create an intervention program for struggling math students. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times and placed in correct math level at the high school</p>	Yes	Planned	Middle School and High School have purchased IXL and are using it to help improve math scores of all students, including struggling students. At this time there is no pull out intervention for math students.		\$3,800.00	\$299.00
2.7	<p>Intervention Specialists/math coach Provide more paraprofessionals within classrooms to provide more one on one support and help aid in learning recovery. Provide extra support to SDC classroom.</p>	No	Fully Implemented	BES has para professionals within many of the classrooms, especially those with multiple grade levels and in the SDC classroom.		\$40,000.00	\$17,146.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	<p>ELD support Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher. Maintain ELD/Intervention teacher in order to provide improved Designated ELD services The ELD teacher will collaborate with the Butte County Superintendent of Schools Title III Coordinator and other ELD teachers in Butte County on best practices and lesson design. Reclassification Policy will be updated to include data from local assessments</p>	Yes	Partially Implemented	BES has an ELD support teacher who pulls out ELD students. The principals are working with her to communicate with teachers, improve her program, and work with BCOE to improve practices and lesson design.		\$102,840.00	\$68,855.16

Goal 3

Goal Description

Biggs Unified School District will promote student engagement and a school culture conducive to learning

Priority 3, 5, and 6

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
3a - Efforts to seek parent input Source: Parent, student, and staff surveys Local Indicator 3	2020 40 % Parents respond to staff Google forms We have an open door policy, active parent club and site council.	2021 47% of the parents responded to google forms	2022 64% of parents responded to google forms	2023 9% of parents responded to google forms (Biggs). 42% of parents responded to google forms (Richvale). We do have an active parent club and site council. We will give the survey again in the spring.	75 % participation in Google form surveys. Continue to have an open door policy, active parent club, site council and CTE advisory group
3b - Efforts to seek parent input of unduplicated pupils	2020 - Surveys Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	2021 Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	Surveys were provided in Spanish and English to parents of unduplicated pupils.	Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3c - Efforts to seek parent input of students with exceptional needs.	2020 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	2021 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access into school computer, and google forms	This will be done in the spring. We did provide parents access to the computer survey using our chrome books at parent conferences.	Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site
5a - Attendance Rates Source: P2 Attendance report	2019 89.2%	2021-2022 BES 89.94% RES 91.53% BHS 91.74%	2022	2023 P1 BES 95.69% RES 96.07% BHS 94.48%	95%
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	2020 BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent	2021 BES 25% Chronically absent 28% Socioeconomically Disadvantage 33% students with disabilities	2022 46% chronically absents rate for the district.	2023 22.7% chronically absent rate for the district, 27.5% SED 33.3% Students with Disabilities 22.3% Hispanic Students	10 % Chronically absent 10% SED 15% Students with Disabilities 10% Hispanic students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	34.% Students with Disabilities 26% Hispanic students BHS 22% Chronically absent 23% Socioeconomically disadvantaged 31 % students with Disabilities 24% Hispanic students	24% Hispanic students BHS 19% Chronically absent 22% socioeconomically disadvantaged 21% Hispanic students			
5c - Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2019-2020 Middle School: 0 students High School: 3 students	2020-21 Middle school 1 student High School 2 students	2022 0 middle school student High School 1 student	2023 0 Middle school students High School 2 students	Maintain 0 students 1
6a - Suspension Rates Source: Dashboard- Suspension Rate Indicator	2018-2019 1.2%	2020-2021 1.1%	2022 6.1% suspended at least one day	2023 5.3% suspended at least one day	Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	2019-2020 0 students	2020-21 2021-2022 Maintain 0 students were put up for Expulsion, maintaining a 0% expulsion	2022 no students we fully expelled	2023 no students were expelled	Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	2019 72 % of parents believe school is safe 61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 69% of 9-12 grade students feel school is safe 68% of parents feel connected to the school	2020 78 % of parents believe school is safe 72% of 5th grade students feel school is safe 78 % of 7th grade students feel school is safe 81% of 9-12 grade students feel school is safe 72% of parents feel connected to the school	2021 79 % of parents believe school is safe 77% of 5th grade students feel school is safe 80 % of 7th grade students feel school is safe 86% of 9-12 grade students feel school is safe 75% of parents feel connected to the school	Fall 2023 BHS 93% believe school is safe BHS 91% feel connected to the school. RES 95.2% feel safe and connected to the school. BES survey questions do not match this question. We will ask this question in the spring.	75% of Parents believe school is safe 75% of 5th grade students feel school is safe 75% of 7th grade students feel school is safe 75% of parents feel connected to the school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Student/Parent Engagement Surveys Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders</p>	Yes	Partially Implemented	We have not been able to locate the Healthy Kids Survey Results, but will administer it again in the Spring. We administered a survey to parents in the fall and will administer another one in the spring.		\$1,000.00	\$1104.79
3.2	<p>In-house Suspension Analyze suspension data on the dashboard and plan as needed based on results. Continue utilizing in-house suspension for students when appropriate. The district will provide a staff member to cover inhouse suspension</p>	Yes	Partially Implemented	BES has implemented a structured day schedule as an alternative or addition to suspension. BES/ BHS provide access to in house suspension as necessary.		\$8,000.00	\$0
3.3	<p>District school attendance/tardy incentives Implement a district wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance.</p>	Yes	Partially Implemented	BHS provides financial incentives for high school students attendance and tardies. BES provides a principal club monthly for those students with good behavior and attendance. We are beginning to send letters home for students with improved attendance. Popsicles are provided for the class with the best attendance per grade at BES and RES		\$15,000.00	\$753.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide financial incentive for high school students on a weekly bases per grade level						
3.4	Home to school transportation - special program transportation Provide home to school transportation to be sure that students attend school and special programs	Yes	Fully Implemented	BHS, BES, and RES have home to school transportation provided.		\$161,632.00	\$115,555.35
3.5	Tutoring After school tutoring for all students	Yes	Partially Implemented	BHS provides tutoring for high school students. The middle school implemented one day of tutoring beginning after Christmas break. We are using Esser money to pay for this.		\$5,000.00	\$0.0
3.6	Extra currular activities Provide after school sports, FFA, chess and other programs for students	Yes	Fully Implemented	BHS and BES provides sports and FFA programs for students.		\$37,156.00	\$4879.58
3.7	Parent/student communications Catapult K12 web hosting parent - student communications	Yes	Fully Implemented	The district uses catapult to communicate with parents and students regularly.		\$4,300.00	\$4635.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.8	Student academic celebration Maintain student academic celebration events like Night of the Stars, Senior Awards Night. Honor roll	Yes	Partially Implemented	Students in both elementary and middle school participate in the honor roll. The high school will continue to offer academic celebration events, Night of the Stars, Senior Awards Night, and Honor Roll.		\$10,000.00	\$3031.26

Goal 4

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1							
4.2		No					

Goal 5

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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

BOARD OF TRUSTEES
SCHOLARSHIP FOR ACADEMIC EXCELLENCE AND
THE
DEL REEDER MEMORIAL SCHOLARSHIP
BOARD OF TRUSTEES SCHOLARSHIP FOR ACADEMIC EXCELLENCE

STATEMENT OF PURPOSE

The Board of Trustees, of the Biggs Unified School District, feels it essential to demonstrate its total support of Academic Excellence as a primary goal of the youth in the school system by awarding an annual academic scholarship to the most outstanding student(s) in each year's graduating class from Biggs High School.

The Board recognizes that the students have access to numerous scholarships administered through civic organizations and foundations. There are also college, state and federal grants and loans that are especially available to students with financial need. They, therefore, grant this scholarship based primarily upon outstanding academic achievement.

DEL REEDER MEMORIAL SCHOLARSHIP

Established in 1991 in memory of former Board member Del Reeder who served on the Biggs Unified School District Board of Trustees from August 1987 through August 1991. This is a one- year scholarship.

CRITERIA

The student's application for the Board of Trustees Annual Outstanding Academic Scholarship shall include the following criteria:

1. Full year of attendance as a Senior at Biggs High School
2. Academic grade point average of at least 3.5
3. Good citizenship, positive attitude, and be supportive of school activities

REQUIREMENTS (Staple in the following order)

1. Cover page including the scholarship name, your name, and date.
2. A **written essay** answering the following questions:
 - a. **What are your plans for the future?**
 - b. **How has Biggs High School prepared you to achieve those plans?**
3. Copy of Transcript
4. A Scholarship Resume

AMOUNT OF SCHOLARSHIP

The Board of Trustees shall set the amount of the scholarship.

APPLICATION DEADLINE Application must be received in the Biggs High School Office by **Friday, April 12, 2024 @ 3:30.**



AWARDS RECEPTION
FEBRUARY 22, 2024 5:30-7:00 PM

Item 15 D

MUSIC BY DURHAM HS JAZZ BAND

*BCOE
Superintendent's
High School
Art Show
2024*

Photo credit: Jason Halley

A GALLERY, ARTS & HUMANITIES BUILDING CSU CHICO

EXHIBIT DATES: FEB 15 - FEB 29

GALLERY HOURS: TUES - SAT 12 - 4PM

THURS EXTENDED HRS TO 8PM

QUESTIONS?
jspangler@
bcoe.org