

# COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street  
Colusa, CA 95932  
(530) 458-7791 FAX (530) 458-4030

## **AGENDA**

### **Board of Trustees Regular Meeting DISTRICT OFFICE CONFERENCE ROOM**

**March 14, 2017**

**5:15 p.m. Open Session with Closed Session to Follow**

**PUBLIC COPY OF BOARD PACKET IS AVAILABLE FOR INSPECTION  
AT THE CUSD DISTRICT OFFICE LOCATED AT 745 TENTH ST., COLUSA**

*All meetings of the Governing Board are open to the general public, with the exception of the Closed Sessions, which are held to consider those items specifically exempt under the Ralph M. Brown Act. Anyone planning to attend a meeting who has a disability and needs special assistance should call the Superintendent's Office, 458-7791, at least 3 days in advance to make special arrangements.*

*Spanish translation is available at Regular Session Board Meetings. To arrange for translation services, please call the Superintendent's Office, 458-7791, at least 3 days in advance. [Se ofrece traducción en Español para la junta regular de la mesa directiva. Para solicitar servicios de traducción al español, por favor llame a la Oficina del Superintendente, al 458-7791, con 3 días de anticipación por lo menos.]*

### **5:15 P.M. OPEN SESSION**

A. Call to Order/Establish Quorum

B. Pledge of Allegiance

C. Hearing of Public for items on the Agenda

*The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your right to address any action item, please notify the Superintendent's Office of your desire to speak by noon of the day prior to the Board Meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.*

D. Hearing of Public for items not on the Agenda

*The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the board may not be prepared to comment on the issues they raise, but may request those items to be properly agendaized for inclusion in the discussions at a future meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.*

E. Reports:

1. Recognitions & Celebrations

2. Student Report – Grace Boeger

3. President's Report

a. Board of Trustee Time - *this is the time for individual Trustees to report on their Committee's activities and to specify any items they would like to see on the agenda for the next meeting*

1. CRAF
2. Friends of Music
3. Friends of Ag
4. SELPA
5. District English Language Advisory Committee

4. Superintendent's Report

a. Improving Achievement *(Standing Item)*

1. 2017-2018 Local Control Accountability Plan Improvement Discussion

a. Discussion of Board Priorities and Goals

b. Discussion of Date for Board/Leadership Meeting

b. Budget *(Standing Item)*

1. Budget Update – No changes

- F. California School Employee Association Representative's Report (for items not on the agenda)
- G. California Educators Association Representative's Report (for items not on the agenda)
- H. Information/Discussion/Possible Action Items
  - 1. Discussion Regarding Safe Haven Resolution
  - 2. Consider Approval of Long Term Sub Rate Change
  - 3. Consider Approval of Administrative Spending Limit Increase
  - 4. Consider Approval of College Readiness Block Grant
  - 5. Consider Approval of 2017-18 and 2018-19 School Calendars
  - 6. Consider Approval for Purchase of Benchmark Advance English Language Arts Curriculum (TK-6)
  - 7. Consider Approval of SpringBoard English Language Arts Curriculum (7-8)
  - 8. Discussion Regarding Formal Opposition to City Approval of Marijuana Growing Operation
  - 9. Consider Approval of Out of State Travel for National Council of Teachers of Mathematics
  - 10. Consider Approval of Colusa Unified Emergency Operation Manual
  - 11. Consider Approval of Memorandum of Understanding with Plaza Comunitaria Valentina
  - 12. Consider Approval of Warrants: Batch #31 - 34
  - 13. Consider Approval of Board Policies & Administrative Regulations:
    - a. Second Reading & Possible Adoption of AR 1340 – Access to District Records
    - b. Second Reading & Possible Adoption of BP 3311 & AR 3311 - Bids
    - c. Second Reading & Possible Adoption of BP 3311.1 & AR 3311.1 – Uniform Public Construction Cost Accounting Procedures
    - d. Second Reading & Possible Adoption of AR 3311.2 – Lease- Leaseback Contracts
    - e. Second Reading & Possible Adoption of AR 3311.3 – Design-Build Contracts
    - f. Second Reading & Possible Adoption of AR 3311.4 – Procurement of Technological Equipment
    - g. Second Reading & Possible Adoption of AR 3543 – Transportation Safety & Emergencies
    - h. Second Reading & Possible Adoption of BP 4030 & AR 4030 – Nondiscrimination in Employment
    - i. Second Reading & Possible Adoption of BP 4119.11/4219.11/4319.11 & AR 4119.11/4219.11/4319.11 – Sexual Harassment
    - j. Second Reading & Possible Adoption of BP 5030 – Student Wellness
    - k. Second Reading & Possible Adoption of AR 5111.1 – District Residency
    - l. Second Reading & Possible Adoption of BP 5116.2 – Involuntary Student Transfers
    - m. Second Reading & Possible Adoption of BP 5141.21 & AR 5141.21 – Administering Medication & Monitoring Health Conditions
    - n. Second Reading & Possible Adoption of BP 6146.1 – High School Graduation Requirements
    - o. Second Reading & Possible Adoption of BP 6154 – Homework/Makeup Work
    - p. Second Reading & Possible Adoption of BP 6164.6 & AR 6164.6 – Identification & Education Under Section 504
    - q. Second Reading & Possible Adoption of AR 6173.3 – Education for Juvenile Court School Students
    - r. Second Reading & Possible Adoption of BB 9240 – Board Training
    - s. Second Reading & Possible Adoption of BB 9323 – Meeting Conduct
    - t. Second Reading & Possible Adoption of BP 3470 – Debt Issuance & Management
    - u. Third Reading & Possible Adoption of AR 6143 – Course of Study

- I. Motion to Approve Items on the Consent Action Agenda:
  - 1. February 14, 2017 Regular Board Meeting Minutes
  - 2. Personnel Assignment Order 2016-2017 #8
  - 3. February Payroll
  - 4. Teacher Tenure Recommendations for 2017-18 School Year
  - 5. Resolution #2016-17.09 – Education Protection Account
  - 6. Advanced Document Copier Lease Agreement
  - 7. Waiver of Attendance for Emergency Conditions
  - 8. Colusa Unified School District Injury & Illness Prevention Program
- J. Hearing of the Public for Matters on Closed Session Agenda
- K. Adjourn to Closed Session to consider and/or take action upon any of the following items:
  - 1. Negotiations Pursuant to Government Code 54957.6  
Agency Designated Representatives: Dwayne Newman, Superintendent; Sheryl Parker, Chief Business Official  
  
Employee Organizations: California Teachers Association, California State Employees Association, and Unrepresented Employees (All)  
  
*Instruction to District Negotiators (Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)*
  - 2. Personnel Matters Pursuant to Government Code 54957  
Administration Representatives: Dwayne Newman, Superintendent
    - a. Consider Approval of 2017-18 Job Share Requests
    - b. Discussion of Superintendent Evaluation
- L. Reconvene Open Session
  - 1. Announce Possible Action of Job Share Request
- M. Adjournment of the Meeting

# Multi-Year Projection Summary - February 14, 2017

E.4.b.1

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 BUDGET	17/18 BUDGET	18/19 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,093,643	13,267,383	13,769,977
TOTAL FEDERAL REVENUE	514,766	554,244	396,545	393,984	393,984
TOTAL STATE REVENUE	1,015,848	2,109,700	1,727,524	1,226,627	984,325
TOTAL LOCAL REVENUES	387,830	388,312	586,796	137,592	79,076
<b>TOTAL REVENUES</b>	<b>12,793,104</b>	<b>15,450,014</b>	<b>15,804,508</b>	<b>15,025,586</b>	<b>15,227,362</b>
<b>EXPENDITURES</b>					
TOTAL CERTIFICATED	5,939,658	6,468,062	6,281,344	6,345,991	6,385,991
TOTAL CLASSIFIED	1,847,681	2,047,601	2,171,313	2,203,929	2,228,929
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,196,759</u>	<u>3,348,127</u>	<u>3,539,127</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,649,416	11,898,047	12,154,047
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	1,007,887	694,891	759,268
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,479,053	1,282,962	1,192,411
TOTAL CAPITAL OUTLAY	56,177	402,140	917,477	242,302	
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	950,420	998,301	987,522
<b>TOTAL EXPENDITURES</b>	<b>12,939,926</b>	<b>14,962,856</b>	<b>16,004,253</b>	<b>15,116,503</b>	<b>15,093,248</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>-146,822</b>	<b>487,158</b>	<b>-199,745</b>	<b>-90,917</b>	<b>134,114</b>
		\$441,014 will carryover to be spent 16-17	\$441,014 was prior year income		
<b>GENERAL FUND BEGINNING BALANCE</b>	<b>1,347,994</b>	<b>1,201,172</b>	<b>1,688,330</b>	<b>1,488,585</b>	<b>1,397,668</b>
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	-199,745	-90,917	134,114
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-200,000	-275,000	-325,000
<b>UNDISTRIBUTED GENERAL FUND RESERVE</b>	<b>1,201,172</b>	<b>1,532,980</b>	<b>1,258,235</b>	<b>1,092,318</b>	<b>1,176,432</b>
<b>% UNDISTRIBUTED RESERVE</b>	<b>9.28%</b>	<b>10.25%</b>	<b>7.86%</b>	<b>7.23%</b>	<b>7.79%</b>
<b>AMOUNT ABOVE (-BELOW) 5%</b>	<b>554,176</b>	<b>784,837</b>	<b>458,022</b>	<b>336,493</b>	<b>421,770</b>
<b>TOTAL ADA</b>	<b>1386.33</b>	<b>1404.81</b>	<b>1402.72</b>	<b>1402.72</b>	<b>1402.72</b>
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,334	\$ 9,458	\$ 9,817
<b>Total LCFF Funding Budgeted</b>	<b>\$ 10,874,660</b>	<b>\$ 12,397,756</b>	<b>\$ 13,093,643</b>	<b>\$ 13,267,383</b>	<b>\$ 13,769,977</b>
<b>% Increase over Prior Year</b>	<b>10.77%</b>	<b>14.01%</b>	<b>5.61%</b>	<b>1.33%</b>	<b>3.79%</b>
<b>ASSUMPTIONS:</b>					
Same ADA Same ADA					
No New Staff No New Staff					
1 Retirement Te					
Infinite Campus+30K					
8.88% STRS	10.73% STRS	12.58% STRS	14.43% STRS	16.28% STRS	
11.7% PERS	11.847% PERS	13.888% PERS	15.8% PERS	18.7% PERS	
Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated					





CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

December 21, 2016

Dear County and District Superintendents, Charter School Administrators, and Principals:

### **PUBLIC SCHOOLS REMAIN SAFE HAVENS FOR CALIFORNIA'S STUDENTS**

In this time of uncertainty, anxiety, and fear I strongly encourage you to join me in declaring our public schools "safe havens" for students and their parents and to remind families about existing laws that protect them and their students' records from questions about immigration status.

Unfortunately, since the presidential election, reports of bullying, harassment, and intimidation of K-12 students based on immigration status, religious, or ethnic identification are on the rise.

As State Superintendent of Public Instruction, safety is my top priority. And my strongest commitment to you, your students and their families is that schools remain safe places to learn. California serves more than 6.2 million kindergarten through twelfth grade students with the most diverse population in the nation.

Parents should know they are welcome on our school campuses regardless of their immigration status. We encourage all parents and guardians to participate in their school communities and in the education of their children. Engaged parents play a key role in helping our students succeed. That is one reason encouraging parent engagement is a top priority for California schools and one of the key local indicators of success for our schools and districts.

The California Department of Education will continue to provide local educational agencies (LEAs) with guidelines about existing laws that protect student records, including:

- The 1984 Supreme Court decision *Plyler v. Doe* requires schools to enroll all eligible children regardless of their citizenship or immigration status.
- State and federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement, without the consent of a parent or guardian, a court order or lawful subpoena, or in the case of a health emergency.

December 21, 2016

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- Districts must verify a student's age and residency, but have flexibility in what documents or supporting papers they use. They do not have to use documents pertaining to immigration status.
- To determine age, for example, an LEA can rely on a statement from a local registrar, baptismal records, or an affidavit from a parent guardian or custodian.
- To determine residency, an LEA can rely on property tax receipts, pay stubs, or correspondence from a government agency.

Since LEAs do have wide discretion in what records they use, I strongly recommend that they do not collect or maintain documents related to immigration status.

Some California districts, such as the Los Angeles Unified School District and Sacramento Unified School District, have declared themselves to be "safe havens" to let their communities know they will maintain a welcoming environment for all students and parents. I support this message.

Here is an example of a resolution from the Sacramento City Unified School District [http://www.scusd.edu/sites/main/files/file-attachments/safe\\_haven\\_reso\\_final\\_amended\\_final.pdf](http://www.scusd.edu/sites/main/files/file-attachments/safe_haven_reso_final_amended_final.pdf).

Together, we can make it clear we will do our best to make sure the prospect of the deportation of undocumented students and their families will not interfere with helping our students succeed.

Our schools are not and will not become an arm of the U.S. Customs and Immigration Enforcement (ICE). Instead, they will remain safe places for learning and teaching for all students, regardless of immigration status.

Please join me in spreading this message. We can and must support each other as California leads the way forward.

Sincerely,

A handwritten signature in black ink that reads "Tom Torlakson". The signature is written in a cursive, flowing style.

Tom Torlakson

TT:ba

2016-09599

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 2915**

**RECOGNITION OF A SAFE HAVEN SCHOOL DISTRICT**

**Whereas,** The Sacramento City Unified School Board of Education is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socio-economic status or beliefs.

**Whereas,** The Declaration of Independence of the United States of America recognizes every individual's right to life, liberty, and the pursuit of happiness;

**Whereas,** The United States of America was built by diverse peoples, both native and immigrant alike;

**Whereas,** Education has played a critical role in furthering tolerance and strengthening our society;

**Whereas,** On November 8, 2016, voters in California and across the nation participated in the democratic process by casting votes;

**Whereas,** California voters during the 2016 General election expressed strong support for public schools by embracing bilingual education through Proposition 58, strengthening funding sources through Proposition 55, and modernizing school facilities through Proposition 51, and;

**Whereas,** The University of California, Los Angeles' Civil Rights Project found Sacramento to be the most racially/ethnically integrated major city in the United States and Sacramento City Unified School District was praised as having the most integrated large public school district in the state.

**Whereas,** Forty-eight different languages are spoken in Sacramento City Unified School District schools including, Spanish, Hmong, Armenian, Korean, Tagalog, Cantonese, Arabic, Vietnamese, and Russian;

**Whereas,** 17,104 of 43,082 students in Sacramento City Unified are of Latino/a descent, 34,896 are students of color, and more than 64 percent of students qualify for free and reduced lunch;

**Whereas,** The national presidential election has resulted in thousands of students and families in Sacramento expressing fear, sadness and concerns for student safety, heightened because of intolerant rhetoric made over the course of the 2016 presidential race;

**Whereas,** Youth and families across the district have already experienced increased levels of hate speech based on their ethnicity, religion, or sexual orientation since the election; now, therefore, be it,

**Resolved,** That the Sacramento City Unified School Board of Education directs the Superintendent to support the creation of a safe haven school district. This status shall include:

- Promoting tolerance and acceptance over hate speech;
- Maintaining that, in compliance with Immigration and Customs Enforcement's (ICE) 2011 policy stating that it will not conduct immigration enforcement activity at any sensitive location, which includes all district facilities and equipment, without permission by specific federal law enforcement officials; unless exigent circumstances exist; ICE shall not be allowed to enter school sites or district properties without prior written approval from the Superintendent.
- Restricting the sharing of student files that may be used to ascertain the legal status of students;
- Designating SCUSD school sites, facilities, and equipment as safe havens for students, families and the community;
- Allocating adequate resources necessary to support diversity, inclusion, and the values of a multicultural society;
- Hosting a day of understanding across the District;
- Offering focused professional development opportunities for all levels of staff;
- Endorsing a set of unifying activities determined by the school site;
- Develop and implement a plan, in consultation with stakeholder groups, to fulfill the requirements outlined within this resolution and report back to the Board at the first Board meeting in February.

**Resolved further,** That the Sacramento City Unified School Board work closely with the City, County and other state and local municipalities and community organizations to ensure our students and families are offered a protected space;

**Resolved further,** That along with the Los Angeles Unified School District, the Sacramento City Unified School District Board of Education will submit a joint letter to the President-Elect, with the Superintendent, as well as any District students, families, staff, and community partners who would like to be added as signatories, affirming the that American ideals that are celebrated in Sacramento culture contain a number of core ideals and values that include liberty, equality, democracy, individualism, equity, unity, and diversity and we will continue to celebrate them;

**Resolved further,** That the Board reaffirms its focus on promoting and elevating tolerance, inclusiveness and kindness of all students, families and staff at all district school sites, facilities and material property;

**Resolved further,** That the Board reaffirm the authority of the Superintendent to protect the data and identities of any student, family member, or school employee who may be adversely

affected by any future policies or executive action that results in the collection of any personally identifiable information to the fullest extent provided by the law; and, be it finally

**Resolved further,** That the Board shall not allow ICE agents on school sites, facilities or material property without receiving prior written approval from the Superintendent;

**Resolved further,** That the Board reaffirms Sacramento City Unified School District's unequivocal commitment to ensuring a safe educational environment for all students, serving as a safe haven school district for students and families threatened by immigration enforcement or discrimination, to the fullest extent provided by the law.

BP 3300 Expenditures and Purchases.  
Draft AR 3300

Discretionary Administrative Spending

For expenditures out of approved budget line items, it is understood that the responsible staff member need not request prior board approval for any expenditures. Directors and Administrators have discretion in spending that money as long as the expenditures are legal, appropriate, and in the best interest of the district.

Example:

MOT has an approved budget of \$60,000 for repairs. If the MOT director's decision is to spend \$30,000 cutting sidewalk trip hazards, that information shows up on the next monthly warrants list.

However, the board recognizes that circumstances may occur which necessitate deviating from the adopted budget.

1. For changes to the existing department or site budget, the board empowers the superintendent to approve changes not to exceed \$20,000 without receiving prior board approval, as long as the change does not cause the site/department to exceed its yearly budget allocation. The proposed expenditure change must be approved by three members of the District Leadership Team. Typically, the three members approving the expenditure would be the Superintendent, CBO and the department head or principal. As soon as practically possible after authorizing this budget change, the Superintendent will inform the board of the circumstances which necessitated the expenditure. At the next regular meeting, the expenditure change will be a discussion item on the agenda.

Example:

A principal determines that the \$16,000 budgeted for printer paper would be better spent on a set of computer tablets for the students. After discussion with the CBO, Tech Director and Superintendent, the tablets are purchased on sale for \$14,000. The board is informed via email immediately, and the change discussed at the next regular meeting.

2. In exceptional circumstances the board empowers the Superintendent to approve a maximum of \$40,000 to be spent out of reserves without receiving prior board approval. The proposed expenditure must be approved by three members of the District Leadership Team. Typically, the three members approving the expenditure would be the Superintendent, CBO and the department head or principal. As soon as practically possible after authorizing this type of expenditure the Superintendent will inform the board of the circumstances which necessitated the expenditure. The expenditure will be a discussion item on the next regular board meeting agenda.

Example:

The Superintendent is informed a portion the HS gym roof is about to collapse. The repairs will cost \$35,000. The MOT repair budget has already been expended. A contractor can start immediately and be done within a week. It is the middle of a sports season, and in addition to the PE classes, there are practices and games scheduled daily for the next two months. After talking to the CBO and MOT Director, the Superintendent signs a contract to get the repairs started. The board receives an explanatory email, and the expenditure appears on the next regular board meeting agenda.

3. For change orders related to Bond work, the board authorizes the Superintendent to approve amounts up to \$100,000 or an amount not exceeding 15% of the total project cost; whichever is lower. The proposed expenditure must be approved by three members of the District Leadership Team. Typically, the three members approving the expenditure would be the Superintendent, CBO and the department head or principal. As soon as practically possible after authorizing this type of expenditure the Superintendent will inform the board of the circumstances which necessitated the expenditure. The expenditure will be a discussion item on the next regular board meeting agenda.

Example:

During excavation contractors find wet soil. The only way to stay within the construction timeline is to cement treat the soil within the next two days. The cement treatment costs \$80,000 (which is about 7% of the project budget). After talking with the CBO and MOT Director, the Superintendent signs the Change Order, emails the board members, and adds the expenditure as a discussion item on the next regular board meeting agenda.

Adopted:

How Colusa High School plans to use the funds in the College Readiness Grant:

1. AP Training for teachers- starting the summer of 2017 (\$800 per teacher)
2. AP/SAT/ACT tutoring (after school, two days a week-pay teachers)- starting in 2017 (\$5000)
3. Send students to Sac State for summer camps- starting in 2017 (\$285 per student)
4. Take students on college trips- starting in 2017 (Subs and bus driver expenses)
5. After school intensive math tutorials- starting in 2017 (\$40 an hour)
6. Additional college night for ELL families- starting in 2017 (no cost)
7. Additional FAFSA night- starting in 2017 (no cost)
8. Paying for admissions officers from surrounding schools to speak in classes- starting in 2017 (price varies)
9. Dual enrollment WCC- starting in 2017 (\$8 a student not including a book)
10. AP exam prep- starting in April/May of 2017 (\$800 per teacher)
11. Schoollinks-online college readiness program (college match)- starting in March/April of 2017 (\$1200)

### **How will CHS measure the impact of the CRBG funds received?**

*Colusa High School will measure the impact of the funds by assessing the data that hopefully will show more unduplicated pupils attending college, more pupils exposed to college options, more families qualifying for financial aid, and more students getting opportunities to improve in all academic areas. We will also measure the success of the impact by asking all involved to take a survey so we are ensuring that everything possible is being done for our students as well as compare data from previous years.*



**COLUSA UNIFIED SCHOOL DISTRICT**  
**745 Tenth St.**  
**Colusa, CA 95932**

## 2017 - 2018 SCHOOL CALENDAR

S	M	T	W	Th	F	S
<b>July</b>						
2	3	/4/	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	Th	F	S
<b>August</b>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	{14}	{15}	<b>16</b>	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		<b>12</b>

August 14-15: Preservice Days  
August 16: First Day of School

S	M	T	W	Th	F	S
<b>September</b>						
					1	2
3	/4/	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					<b>20</b>	

S	M	T	W	Th	F	S
<b>October</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	<b>27</b>	28
29	30	31				<b>21</b>

September 4: Labor Day

October 27: Parent/Teacher Conf K-6  
In-Service 7-12

S	M	T	W	Th	F	S
<b>November</b>						
			1	2	3	4
5	6	7	8	<b>9</b>	/10/	11
12	13	14	15	16	17	18
19	20	21	<b>22</b>	<b>23</b>	<b>24</b>	25
26	27	28	29	30		<b>18</b>

S	M	T	W	Th	F	S
<b>December</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	<b>&lt;22&gt;</b>	23
24	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	30
31						<b>16</b>

November 10: Veterans' Day Observed  
November 11: Veterans' Day  
November 22-24: Thanksgiving Break

December 22: Minimum Day  
December 25 - January 5: Winter Break

S	M	T	W	Th	F	S
<b>January</b>						
	/1/	/2/	[3]	[4]	[5]	6
7	8	9	10	11	12	13
14	/15/	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			<b>17</b>

S	M	T	W	Th	F	S
<b>February</b>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	/19/	/20/	[21]	[22]	[23]	24
25	26	27	28			<b>15</b>

January 15: Dr. Martin Luther King Day

February 19: President's Day  
February 20: Lincoln's Birthday (observed)  
February 19-23: No School

S	M	T	W	Th	F	S
<b>March</b>						
				1	<b>2</b>	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	<30>	31
					<b>22</b>	

S	M	T	W	Th	F	S
<b>April</b>						
1	<b>[2]</b>	<b>[3]</b>	<b>[4]</b>	<b>[5]</b>	<b>[6]</b>	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					<b>16</b>

April 1: Easter Sunday  
April 2 - April 6: Spring Break

March 12 - June 1: State Testing Window  
March 30: Minimum Day

S	M	T	W	Th	F	S
<b>May</b>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	/28/	29	30	<31>		<b>22</b>

S	M	T	W	Th	F	S
<b>June</b>						
					<b>&lt;1&gt;</b>	2
3	4	5	6	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						<b>1</b>

May 28: Memorial Day  
May 30: Home School/CAHS Graduation  
May 31 & June 1: Minimum Days  
May 31: EMS Graduation  
June 1: Last day of school/CHS Graduation  
June 7-11: Colusa County Fair

### REQUIRED CLASSIFIED HOLIDAYS:

July 4: Independence Day  
Sept 4: Labor Day  
Nov 10: Veterans' Day (observed)  
Nov 22-24: Thanksgiving

Dec 25: Christmas  
Dec 26: Christmas Eve (observed)  
Jan 1: New Year's Day  
Jan 2: In Lieu of Admission Day

Jan 15: Dr. Martin Luther King Day  
Feb 19: President's Day  
Feb 20: Lincoln's Birthday (observed)  
May 28: Memorial Day

### LEGEND: null

/ / Legal Holiday  
[ ] Break  
{ } Preservice Day  
<> Minimum Day

End of Trimester

End of Semester

**COLUSA UNIFIED SCHOOL DISTRICT**  
**745 Tenth St.**  
**Colusa, CA 95932**

## 2018 - 2019 SCHOOL CALENDAR

S	M	T	W	Th	F	S
<b>July</b>						
1	2	3	/4/	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	Th	F	S
<b>August</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	{13}	{14}	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	13

August 13-14: Preservice Days  
August 15: First Day of School

S	M	T	W	Th	F	S
<b>September</b>						
						1
2	/3/	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						19

S	M	T	W	Th	F	S
<b>October</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	{26}	27
28	29	30	31			22

September 3: Labor Day

October 26: Parent/Teacher Conf K-6  
In-service 7-12

S	M	T	W	Th	F	S
<b>November</b>						
				1	2	3
4	5	6	7	8	9	10
11	/12/	13	14	15	16	17
18	19	20	[21]	/22/	[23]	24
25	26	27	28	29	30	18

S	M	T	W	Th	F	S
<b>December</b>						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	<21>	22
23	/24/	/25/	[26]	[27]	[28]	29
30	[31]					15

November 11: Veterans' Day  
November 12: Veterans' Day (observed)  
November 21-23: Thanksgiving Break

December 21: Minimum Day  
December 24 - January 4: Winter Break

S	M	T	W	Th	F	S
<b>January</b>						
		/1/	[2]	[3]	[4]	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	/21/	22	23	24	25	26
27	28	29	30	31		18

S	M	T	W	Th	F	S
<b>February</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	/18/	/19/	[20]	[21]	[22]	23
24	25	26	27	28		15

January 21: Dr. Martin Luther King Day

February 18: President's Day  
February 19: Lincoln's Birthday (observed)  
February 18-22: No School

S	M	T	W	Th	F	S
<b>March</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						21

S	M	T	W	Th	F	S
<b>April</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	<19>	20
21	22	23	24	25	26	27
28	29	30				17

April 19: Minimum Day  
April 21: Easter Sunday  
April 22 - April 26: Spring Break

March 30 - May 6: State Testing Window

S	M	T	W	Th	F	S
<b>May</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	/27/	28	29	<30>	<31>	22

S	M	T	W	Th	F	S
<b>June</b>						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 27: Memorial Day  
May 29: Home School/CAHS Graduation  
May 30 & May 31: Minimum Days  
May 30: EMS Graduation  
May 31: Last day of school/CHS Graduation  
June 6-9: Colusa County Fair

**REQUIRED CLASSIFIED HOLIDAYS:**


July 4: Independence Day  
Sept 3: Labor Day  
Nov 12: Veterans' Day Observed  
Nov 21-23: Thanksgiving


Dec 24: Christmas Eve  
Dec 25: Christmas Day  
Dec 31: In Lieu of Admission Day  
Jan 1: New Year's Day

Jan 21: Dr. Martin Luther King Day  
Feb 18: President's Day  
Feb 19: Lincoln's Birthday (observed)  
May 27: Memorial Day

**LEGEND: null**

/ / Legal Holiday  
[ ] Break  
{ } Preservice Day  
< > Minimum Day

 End of Trimester

 End of Semester

2/11/16:zh

**Contact representative:**

Cathie Callanan  
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145 Huguenot Street 8th Floor  
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By Fax: 1-877-732-8273  
E-Mail: neworders@benchmarkeducation.com  
Web Site: www.benchmarkeducation.com

## Benchmark Advance

### Proposal for

Colusa Unified School District

Colusa, CA

March 9, 2017

Product Code	Grade	Product	Unit Price	Quantity Ordered	Total Price
<b>Benchmark Advance</b>					
CA2569	Gr. TK	<b>Benchmark Advance Transitional Kindergarten 8-Year Package - California Edition (plus digital)</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, and ELD for 8 years and 8 year consumables (20 copies per unit per year)	\$3,850	1	\$3,850
CA2043	Gr. K	<b>Benchmark Advance Grade K Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 5 titles annually) in Whole Group	\$6,750	4	\$27,000
CA2044	Gr. 1	<b>Benchmark Advance Grade 1 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 5 titles annually) in Whole Group	\$6,750	4	\$27,000
CA2045	Gr. 2	<b>Benchmark Advance Grade 2 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	4	\$27,000
CA2046	Gr. 3	<b>Benchmark Advance Grade 3 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	4	\$27,000
CA2108	Gr. 4	<b>Benchmark Advance Grade 4 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	5	\$33,750
CA2109	Gr. 5	<b>Benchmark Advance Grade 5 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	5	\$33,750
CA2110	Gr. 6	<b>Benchmark Advance Grade 6 Deluxe 8-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	4	\$27,000
<b>Pilot Materials</b>					
XY0411	Gr. K	<b>Benchmark Advance Grade K Deluxe 1-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 5 titles) in Whole Group	\$4,200	1	FREE
XY0412	Gr. 1	<b>Benchmark Advance Grade 1 Deluxe 1-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 5 titles) in Whole Group	\$4,200	1	FREE
CA2217	Gr. 2	<b>Benchmark Advance Grade 2 Deluxe 1-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	FREE
CA2218	Gr. 3	<b>Benchmark Advance Grade 3 Deluxe 1-Year Package - California Edition</b> Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	FREE
CA1932	Gr. K	<b>Benchmark Advance Grade K Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE
CA1933	Gr. 1	<b>Benchmark Advance Grade 1 Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE
CA1934	Gr. 2	<b>Benchmark Advance Grade 2 Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE
CA1935	Gr. 3	<b>Benchmark Advance Grade 3 Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE
CA1936	Gr. 4	<b>Benchmark Advance Grade 4 Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE
CA1937	Gr. 5	<b>Benchmark Advance Grade 5 Teacher's Resource System 5 Volumes Set - California Edition</b>	\$399	1	FREE

**Contact representative:**  
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 145 Huguenot Street 8th Floor  
 New Rochelle, NY 10801  
 By Phone: Toll-Free 1-877-236-2465  
 By Fax: 1-877-732-8273  
 E-Mail: neworders@benchmarkeducation.com  
 Web Site: www.benchmarkeducation.com

**Benchmark Advance**  
**Proposal for**  
**Colusa Unified School District**  
**Colusa, CA**  
**March 9, 2017**

Product Code	Grade	Product	Unit Price	Quantity Ordered	Total Price
CA2389	Gr. K	Benchmark Advance Grade K English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2390	Gr. 1	Benchmark Advance Grade 1 English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2391	Gr. 2	Benchmark Advance Grade 2 English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2392	Gr. 3	Benchmark Advance Grade 3 English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2393	Gr. 4	Benchmark Advance Grade 4 English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2394	Gr. 5	Benchmark Advance Grade 5 English Language Development Teacher Resources Box - California Edition	\$200	1	FREE
CA2375	Gr. K	Benchmark Advance Grade K Intervention Teacher Resources Box - California Edition	\$230	1	FREE
CA2376	Gr. 1	Benchmark Advance Grade 1 Intervention Teacher Resources Box - California Edition	\$230	1	FREE
CA2377	Gr. 2	Benchmark Advance Grade 2 Intervention Teacher Resources Box - California Edition	\$230	1	FREE
CA2378	Gr. 3	Benchmark Advance Grade 3 Intervention Teacher Resources Box - California Edition	\$255	1	FREE
CA2379	Gr. 4	Benchmark Advance Grade 4 Intervention Teacher Resources Box - California Edition	\$205	1	FREE
CA2380	Gr. 5	Benchmark Advance Grade 5 Intervention Teacher Resources Box - California Edition	\$205	1	FREE
CA2000	Gr. 4	Benchmark Advance Grade 4 Texts for Close Reading Consumables 10 Volumes 3-Copy Set - California Edition	\$51	1	FREE
CA2002	Gr. 6	Benchmark Advance Grade 6 Texts for Close Reading Consumables 10 Volumes 3-Copy Set - California Edition	\$51	4	FREE
Total of Products					\$206,350
Tax (Estimated)			7.50%		\$15,476
PR998		Professional Development including expenses (per consultant per day)	\$2,500	4	\$10,000
PR998		Professional Development including expenses (per consultant per day)	FREE	4	\$0
<b>TOTAL</b>					<b>\$ 231,826</b>

- \* The above pricing includes estimated tax. Final tax rate is based on the ship to address.
- \* The current Professional Development pricing is \$2,500. Effective July 1, 2017, the new Professional Development pricing will be \$2,800.
- \* The above pricing cannot be combined with any other offers.
- \* The student consumable books for the following years will be shipped upon request/instruction from customer.
- \* The price for Transitional Kindergarten Package is an introductory price based on 20 students per class.
- \* Transitional Kindergarten Package is expected to be ready in June 2017.
- \* Upon receipt of signed Deferred Payment Letter, Benchmark Education Company will accept the deferred payment: The first \$150,000 is to be paid within 30 days of Invoice in 2017, the balance of \$81,826 is to be paid by July 31st, 2018.





NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

PREMIER MATH EDUCATION EVENT

# NCTM ANNUAL MEETING & EXPOSITION

April 5-8 | San Antonio

# 2017



## Program Book

See Valuable  
**COUPONS**  
beginning on  
page 237



[nctm.org/Annual2017](http://nctm.org/Annual2017)

f i in p YouTube #NCTMannual



The NCTM 2017 Annual Meeting & Exposition officially begins with the Opening Session, starting at 5:30 p.m. on Wednesday, April 5, in the Stars at Night Ballroom at the Henry B. Gonzalez Convention Center. Presentations on Thursday, Friday, and Saturday begin at 8:00 a.m. each day and are scheduled concurrently throughout the day at both the Henry B. Gonzalez Convention Center and the Grand Hyatt hotel.

We have made every attempt to offer adequate seating for participants at the Annual Meeting & Exposition. The room capacity for each presentation is listed on all meeting room signs. For your safety and because of fire regulations, only those with seats will be allowed in meeting rooms.

Please remember:

- All meeting rooms will be cleared between presentations.
- All seats are available on a first-come, first-served basis.
- Reserving spaces in line or saving seats is not permitted.
- In compliance with fire codes, sitting on the floor or standing is not permitted.
- As a courtesy to the speakers and your colleagues, please silence your cell phone during all presentations.

## Annual Meeting Overview & Orientation

Whether you're new to NCTM or a seasoned veteran, there is something new at the conference for everyone! Hosted by members of the Board of Directors, this session will show you how to maximize your overall conference experience. Learn all the new, innovative aspects this year's meeting is showcasing or discover something you've missed in the past. Find out how to navigate presentations, learn how to use the conference app, and network with other attendees.

Wednesday

Presentation #1

4:00 p.m.–4:30 p.m.

Room 221 (Henry B. Gonzalez Convention Center)

Thursday

Presentation #3

7:15 a.m.–7:45 a.m.

Room 221 (Henry B. Gonzalez Convention Center)

## Types of Presentations

All presentations are open to all conference participants. Admission is on a first-come, first-served basis. Reserving spaces in line or saving seats is not permitted.

Sessions (60 minutes) allow speakers to convey information about multiple topics or broad ideas in lecture format. Rooms are set in either theater or classroom style.

Workshops (75 minutes) allow speakers to engage participants in an interactive environment. Rooms are set with round tables for hands-on activities.

Bursts (30 minutes) allow speakers to quickly convey information on a specific topic or idea. Rooms are set with round tables.

Exhibitor Workshops (60 minutes) are set theater style. Exhibitors showcase their products and services. Look for the symbol **EW** indicating exhibitor workshops in the program book.

## Reflection Coves

Highlighted and invited speakers will be assigned coves on the second and third floors of the Henry B. Gonzalez Convention Center to continue the conversation from their sessions in an informal setting. You must be present at their sessions to receive information about the locations for these speakers. When you review presentation titles and descriptions, be on the lookout for presentations tagged **REFLECTION COVE**. Take this opportunity to continue the discussion with these highlighted speakers or join a K–5, 6–8, or 9–12 Math Teacher's Circles cove.

### Cove Times

9:30 a.m.	–	10:30 a.m.
11:00 a.m.	–	12:00 p.m.
12:30 p.m.	–	1:30 p.m.
2:00 p.m.	–	3:00 p.m.

## Grade Bands

To help you find appropriate presentations to attend, each presentation lists the presentation's target grade band audience:

- **Pre-K–Grade 2**
- **Grades 3–5**
- **Grades 6–8**
- **Grades 8–10**
- **Grades 10–12**
- **Higher Education**—university- and college-level issues (including both two-year and four-year institutions)
- **Coaches/Leaders/Teacher Educators**
- **General Interest**—Issues of interest to multiple grades and audiences
- **Research**



# Colusa Unified School District Emergency Operations Plan

March 2017

**DRAFT**



## FEMA

*Modeled on the Federal Emergency Management Agency's Sample EOP for Schools*

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## SIGNATORY PAGE

This district emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

---

Kathie Whitesell  
School Board  
President

---

Dwayne Newman  
Superintendent

---

Charles Yerxa  
School Board Clerk

---

Andrea Uhlenkott  
School Nurse

---

Kelli Griffith-Garcia  
School Board  
Member

---

Terry Biladeau  
Maintenance, Operations and  
Transportation Director

---

Mike Phenicie  
School Board  
Member

---

Randy Dunn  
Fire Chief

---

Melissa Yerxa-Ortiz  
School Board  
Member

---

Josh Fitch  
Police Chief

# Colusa Unified School District Emergency Operations Plan

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## I. INTRODUCTION

[\(Return to Table of](#)

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### A. Purpose of the Plan

The purpose of the Colusa Unified School District Emergency Operations Plan (District EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Colusa Unified School District and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Colusa Unified School District has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific appendixes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Colusa Unified School District regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Colusa School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### B. Scope of the Plan

The Colusa Unified School District Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

# Colusa Unified School District Emergency Operations Plan

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## 1. Definitions

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

## 2. School Board Policy Statement

The Colusa Unified School District Emergency Operations Plan operates within the framework of the Colusa Unified School Board policy.

## C. Situation Overview/Hazard Analysis Summary

### 1. School Population

#### a. General Population

Colusa Unified's current enrollment is approximately 1450 students who attend on three sites in and around the town of Colusa. These students are supported by a committed staff and faculty consisting of: (approximately)

- ☐ 80 Teachers and specialists
- ☐ 6 Administrators
- ☐ 8 District Office/support staff
- ☐ 20 Instructional Assistants
- ☐ 11 Cafeteria staff
- ☐ 15 Maintenance and custodial staff

#### b. Special Needs Population

Colusa Unified School District is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- ☐ Limited English proficiency,
- ☐ Blindness or visual disabilities,

# Colusa Unified School District Emergency Operations Plan

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- ☐ Cognitive or emotional disabilities,
- ☐ Deafness or hearing loss,
- ☐ Mobility/physical disabilities (permanent and temporary), and
- ☐ Medically fragile health (including asthma and severe allergies).

The District's current enrollment of students with special needs is approximately 190; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an incident will be noted by school safety plan. Staff members who are trained will be assigned to assist the special needs population during drills, exercises, and incidents.

## **2. Building Information**

Colusa Unified School District facilities are located at:

Burchfield Primary School – 400 Fremont Street

Egling Middle School – 813 Webster Street

Colusa High & Colusa Alternative High School – 900 Colus Avenue

District Office and Colusa Alternative Home School – 745 Tenth Street

A map of the buildings annotated with evacuation routes are include in the Building Comprehensive Safety Plan sections of this Plan. All staff members are required to know these locations as well as how to operate the utility shutoffs.

## **3. Hazard Analysis Summary**

Colusa Unified School District is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In December 2016, school staff members completed a thorough review of known hazards to identify any circumstances in the schools or near the campuses which may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

# Colusa Unified School District Emergency Operations Plan

---

The table on the following page briefly discusses Colusa Unified's high-priority hazards including flood, severe storm, fire, chemical, intruder, earthquakes, and terrorism.

## Potential Hazards

<b>Flood</b>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Colusa and its surrounding areas. Flooding is possible throughout the winter and early spring due to heavy rainfall, melting snow, and potential levy failure.</p> <p>The Sacramento River, north of Colusa, has the potential to flood periodically. Long periods of rainfall and mild temperatures are normally the cause. Colusa Unified School District is located in a flood plain, making it vulnerable to flood damage. Colusa Schools have not been severely impacted in the recent past due to an ongoing drought and levy system improvements.</p>
<b>Severe Storm</b>	<p>Colusa and its surrounding areas are vulnerable to severe local storms. Violent thunderstorms and even tornadoes have occurred in the region. The effects are generally transportation problems, mild to moderate property damage, and loss of utilities, but can vary with the intensity of the storm.</p>
<b>Fire</b>	<p>Wildfire hazards are generally low in this region as the climate, terrain and urbanization have mitigated the circumstances which cause wildfires to spread swiftly.</p> <p>However, with its many farms and ranches, Colusa County remains susceptible to large cropland, structure and machinery fires. The frequency of such fires is very low, but they do occur</p>
<b>Chemical Spills</b>  <b>&amp;</b>  <b>Gas Leaks</b>	<p>Hazardous chemicals are used for a variety of industrial and agricultural purposes and are regularly transported through, in and around Colusa. Currently, only small amounts of pesticides, fuels and other hazardous chemicals are used and stored on school grounds. However, large amounts of farm/industrial chemicals are present locally and spill / release hazards are ever-present.</p> <p>Natural gas is the fuel source for heating district buildings and hot water production. The leaks develop from equipment aging or damage. Gas leaks present both fire and explosion hazards.</p>
<b>Intruder</b>	<p>While a hostile intruder incident has never occurred in a Colusa Unified school, Colusa Schools are vulnerable to intruders.</p>

# Colusa Unified School District Emergency Operations Plan

<b>Earthquake</b>	Significantly destructive earthquakes are rare in this region of the state. However, ground shaking can be strong enough to cause objects to fall from shelves.
<b>Terrorism</b>	Colusa Schools, like other public institutions, are vulnerable to terrorist activity.

## 4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Colusa Unified School District fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Colusa Unified School District is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include anti-bullying and other pro-social actions which support the notion that our schools are safe havens for everyone. Recent upgrades to communication systems offer greater protection of our students. In addition, Colusa Unified School District requires all adults to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Colusa Unified School District has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Colusa Unified School District structures were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements,

# Colusa Unified School District Emergency Operations Plan

the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. However, those codes have changed over the years and CUSD is constantly upgrading systems to meet the new codes.

## D. Planning Assumptions and Limitations

### 1. Planning Assumptions

Stating the planning assumptions allows Colusa Unified School District to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.

A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

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Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

## 2. Limitations

It is the policy of Colusa Unified School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Colusa Unified School District can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## II. CONCEPT OF OPERATIONS

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This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.



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According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Colusa Unified School District participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Colusa Unified School District recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Colusa Unified School District works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or appendixes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## **B. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, Colusa Unified School District facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents**

# Colusa Unified School District Emergency Operations Plan

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**and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]**

The Incident Commander at Colusa Unified School District will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. Incident commanders from outside Colusa Unified School District will form a joint command with CUSD Administration while operating on District Property. If no Incident Commander is present at the onset of the incident, the most qualified District Staff member will assume command until relieved by a qualified Incident Commander.

## **C. Initial Response**

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

## **III. ORGANIZATION ASSIGNMENT OF RESPONSIBILITIES**

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This section establishes the operational organization that will be relied on to manage the incident and includes:

- ☐ A list of the kinds of tasks to be performed by position and organization.
- ☐ An overview of who does what.

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The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

## **A. Principal / Building Administrator**

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

## **B. Incident Commander**

The Incident Commander responsibilities include:

- ☐ Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- ☐ Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- ☐ Determine whether to implement incident management protocols (e.g., Lockdown, Lock Out, Shelter in Place, Evacuate, etc.), as described more fully in the functional appendixes in this document.
- ☐ Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- ☐ Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- ☐ Keep the principal and other officials informed of the situation.

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## **C. Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- ☐ Supervise students under their charge.
- ☐ Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- ☐ Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- ☐ Give appropriate action commands during an incident.
- ☐ Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- ☐ Report missing students to the Incident Commander or designee.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- ☐ Render first aid if necessary.

## **D. Instructional Assistants**

Responsibilities include assisting teachers as directed.

## **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- ☐ Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- ☐ Direct students in their charge according to established incident management protocols.
- ☐ Render first aid if necessary.
- ☐ Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.

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## **F. School Nurses/Health Assistants**

Responsibilities include:

- ☐ Administer first aid or emergency treatment as needed.
- ☐ Supervise administration of first aid by those trained to provide it.
- ☐ Organize first aid and medical supplies.

## **G. Custodians/Maintenance Personnel**

Responsibilities include:

- ☐ Survey and report building damage to the Incident Commander or Operations Section Chief.
- ☐ Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- ☐ Provide damage control as needed.
- ☐ Assist in the conservation, use, and disbursement of supplies and equipment.
- ☐ Keep Incident Commander or designee informed of condition of school.

## **H. School Secretary / Office Staff**

Responsibilities include:

- ☐ Answer phones and assist in receiving and providing consistent information to callers.
- ☐ Provide for the safety of essential school records and documents.
- ☐ Track expenditures and keep receipts for emergency supplies & materials.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Provide assistance to the principal and Policy/Coordination Group.
- ☐ Monitor radio emergency broadcasts.
- ☐ Assist with health incidents as needed, acting as messengers, etc.

## **I. Food Service/Cafeteria Workers**

Responsibilities include:

- ☐ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.

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## **J. Bus Drivers**

Responsibilities include:

- ☐ Supervise the care of students if disaster occurs while students are in the bus.
- ☐ Transfer students to new location when directed.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Transport individuals in need of medical attention.

## **K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

## **L. Students**

Responsibilities include:

- ☐ Cooperate during emergency drills and exercises, and during an incident.
- ☐ Learn to be responsible for themselves and others in an incident.
- ☐ Understand the importance of not being a bystander by reporting situations of concern.
- ☐ Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- ☐ Take an active part in school incident response/recovery activities, as age appropriate.

## **M. Parents/Guardians**

Responsibilities include:

- ☐ Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- ☐ Participate in volunteer service projects for promoting school incident preparedness.
- ☐ Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- ☐ Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- ☐ Understanding their roles during a school emergency.

## IV. DIRECTION, CONTROL, AND COORDINATION

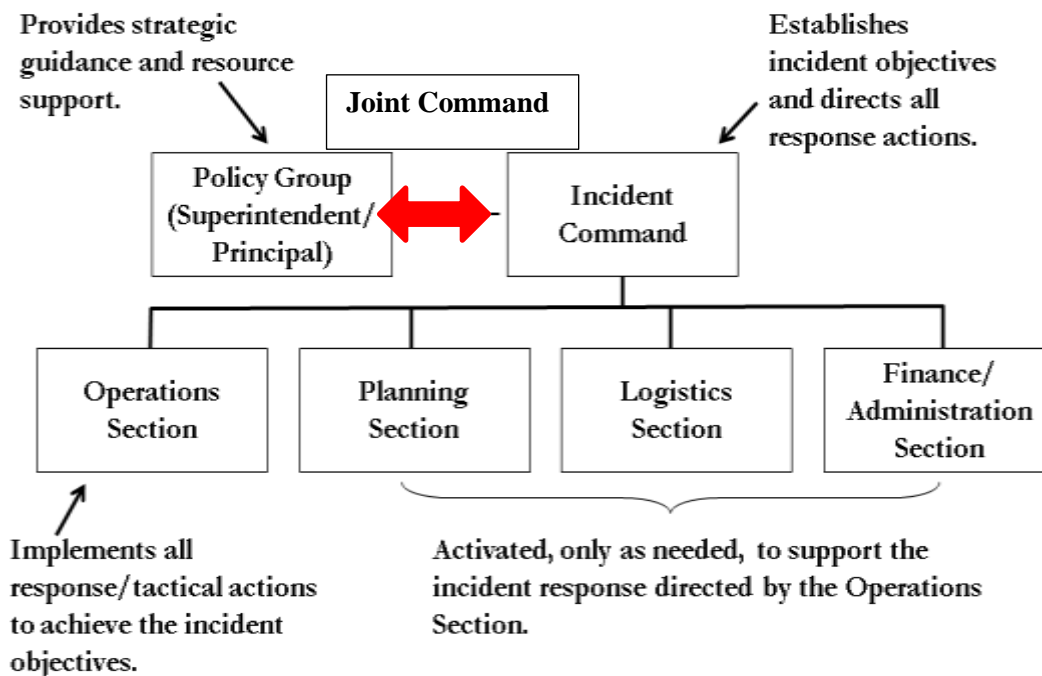
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### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

**Figure 1. Incident Management Team**



The ICS is organized into the following functional areas:

**1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- ☐ Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- ☐ Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- ☐ Coordinate media relations and information dissemination with the principal.
- ☐ Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- ☐ Document all activities.

**2. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- ☐ Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- ☐ Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- ☐ Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- ☐ Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- ☐ Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- ☐ Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.



**Table 2. Operations Section Teams**

<b>Strike Team</b>	<b>Potential Responsibilities</b>
<b>Search &amp; Rescue Team</b>	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"><li>○ Identifying and marking unsafe areas.</li><li>○ Conducting initial damage assessment.</li><li>○ Obtaining injury and missing student reports from teachers.</li></ul>
<b>First Aid Team</b>	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"><li>□ Setting up first aid area for students.</li><li>□ Assessing and treating injuries.</li><li>□ Completing master injury report.</li></ul> <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/ Shelter/Care Team</b>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"><li>□ Accounting for the whereabouts of all students, staff, and volunteers.</li><li>□ Setting up a secure assembly area.</li><li>□ Managing sheltering and sanitation operations.</li><li>□ Managing student feeding and hydration.</li><li>□ Coordinating with the Student Release Team.</li></ul>

	<input type="checkbox"/> Coordinating with the Logistics Section to secure the needed space and supplies.
<b>Facility &amp; Security Response Team</b>	<p>The Facility &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Locating all utilities and turning them off, if necessary.</li> <li>○ Securing and isolating fire/HazMat.</li> <li>○ Assessing and notifying officials of fire/HazMat.</li> <li>○ Conducting perimeter control.</li> </ul>
<b>Crisis Intervention Team</b>	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Assessing need for onsite mental health support.</li> <li>○ Determining need for outside agency assistance.</li> <li>○ Providing onsite intervention/counseling.</li> <li>○ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Setting up secure reunion area.</li> <li>○ Checking student emergency cards for authorized releases.</li> <li>○ Completing release logs.</li> <li>○ Coordinating with the Public Information Officer on external messages.</li> </ul>

**3. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- ☐ Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- ☐ Document all activities.

**4. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- ☐ Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- ☐ Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- ☐ Document all activities.

**5. Finance / Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- ☐ Assume responsibility for overall documentation and recordkeeping activities;  
when possible, photograph or videotape damage to property.
- ☐ Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

## **B. Coordination With Policy/Coordination Group**

In complex incidents a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- ☐ Support the on-scene Incident Commander.
- ☐ Provide policy and strategic guidance.
- ☐ Help ensure that adequate resources are available.
- ☐ Identify and resolve issues common to all organizations.
- ☐ Keep elected officials and other executives informed of the situation and decisions.

- ☐ Provide factual information, both internally and externally through the Joint Information Center.

The Colusa Unified School District Principal and / or Incident Commander will keep the Policy/Coordination Group informed.

## **C. Coordination with First Responders**

An important component of the Colusa Unified School District EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Colusa Schools.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

## **E. Source and Use of Resources**

Colusa Unified School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members will be trained to assist if called upon and available after an incident occurs. The following organizations or agencies will be responsible for providing additional resources or assistance:

- ☐ First aid kit and sanitation supplies will be provided by: Local vendors
- ☐ Cots and bedding supplies will be provided by: Red Cross
- ☐ Food/water supplies will be provided by: CUSD NS and Local vendors
- ☐ Security will be provided by: Local Police & Sheriff's Department
- ☐ Counseling services will be provided by: CUSD Staff & others as needed

## V. COMMUNICATIONS

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Communication is a critical part of incident management. This section outlines Colusa Unified's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- ☐ **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- ☐ **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- ☐ **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### 2. Communication With the School District Office

The Incident Commander will notify the principal of the school's status / needs. The principal will notify the district office. The district office will notify the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from CUSD about the incident, what is being done about it, and the safety of the children and staff.

## **1. Communication With Parents**

Before an incident occurs, Colusa Unified School District will:

- ☐ Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- ☐ Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- ☐ Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- ☐ Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Colusa Unified School District will:

- ☐ Disseminate information via text messages, radio announcements, the District Web page, District Social media pages, and emails to inform parents about exactly what is known to have happened.
- ☐ Implement the plan to manage phone calls and parents who arrive at school.
- ☐ Describe how the school and school district are handling the situation.
- ☐ Provide information regarding possible reactions of their children and ways to talk with them.
- ☐ Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- ☐ Inform parents and students when and where school will resume.

After an incident, Colusa Unified School District administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication with the Media**

In the event of an incident, the Incident Commander will:

- ☐ Designate a Public Information Officer.
- ☐ Establish an off-campus briefing area for media representatives.
- ☐ Determine the need to establish or participate in a Joint Information Center.
- ☐ Coordinate messages with the principal and Policy Group.

All Colusa Unified School District employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are

included in **Appendix H**.

Media contacts at the major television, Internet, and radio stations are maintained by the principal's executive assistant. In the case of an incident, these media contacts will broadcast Colusa Unified's external communications plans, including the information hotline for parents and guardians.

### **3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Colusa Unified School District will:

- ☐ Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- ☐ Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- ☐ Designate and brief personnel answering calls to help control misinformation.
- ☐ Conduct briefings for community representatives directly associated with the school.
- ☐ Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Colusa Unified School District will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

### **4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Colusa Unified School District frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

## **5. Communication After an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- ☐ Conduct a comprehensive assessment of the physical and operational recovery needs.
- ☐ Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ☐ Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- ☐ Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- ☐ Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ☐ Arrange for ongoing status reports during the recovery activities to:
  - a) estimate when the educational program can be fully operational; and
  - b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- ☐ Educate school personnel, students, and parents on available crisis counseling services.
- ☐ Apprise the Colusa County Office of Education of recovery status.

The school district will:

- ☐ Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- ☐ Establish absentee policies for teachers/students after an incident.
- ☐ Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- ☐ Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, etc.
- ☐ Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).



- Get input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## C. Communication Tools

Some common internal and external communication tools that Colusa Unified School District may use include the following:

- **Standard telephone:** Colusa Unified School District has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en-route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

## **VI. ADMINISTRATION, FINANCE, AND LOGISTICS**

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### **A. Agreements and Contracts**

If school resources prove to be inadequate during an incident, Colusa Unified School District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

### **B. Recordkeeping**

#### **1. Administrative Controls**

Colusa Unified School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- ☐ Activation or deactivation of incident facilities.
- ☐ Significant changes in the incident situation.
- ☐ Major commitments of resources or requests for additional resources from external sources.
- ☐ Issuance of protective action recommendations to the staff and students.
- ☐ Evacuations.
- ☐ Casualties.
- ☐ Containment or termination of the incident.

## **C. Incident Costs**

### **1. Annual Incident Management Costs**

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

### **2. Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- ☐ Personnel costs, especially overtime costs,
- ☐ Equipment operations costs,
- ☐ Costs for leased or rented equipment,
- ☐ Costs for contract services to support incident management operations
- ☐ Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

## **D. Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

## **VII. PLAN MAINTENANCE, & DISTRIBUTION**

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The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Colusa Unified School District EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

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The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

## **A. Approval and Dissemination of the Plan**

The School Board together with the principal and superintendent will approve and disseminate the plan and its appendixes following these steps:

- ☐ Review and Validate the Plan
- ☐ Present the Plan (for Comment or Suggestion)
- ☐ Obtain Plan Approval (School Board)
- ☐ Distribute the Plan

### **1. Record of Changes**

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District Leadership Team which will act as the Emergency Operations Planning Team.

### **2. Record of Distribution**

Copies of plans and appendixes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Emergency Operations Planning Team and will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

## **B. Plan Review and Updates**

The basic plan and its appendixes will be reviewed annually by the Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### **C. Training and Exercising the Plan**

Colusa Unified School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The EOP Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- ☐ Hazard and incident awareness training for all staff.
- ☐ Orientation to the School EOP.
- ☐ First aid and CPR for all staff.
- ☐ Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- ☐ Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Colusa Unified School District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

## **VIII. AUTHORITIES AND REFERENCES**

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The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Colusa Unified School District Policy BP3516 mandates that the district shall develop and maintain a comprehensive safety and disaster preparedness plan.
- California Education Code 32282 specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/crisis situations.

## **IX. CONTINUITY OF OPERATIONS (COOP) PROCEDURES**

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### **I. PURPOSE**

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

### **II. SCOPE**

It is the responsibility of Colusa Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Colusa Unified School District relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

### **III. RESPONSIBILITIES**

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

**Table 3. Essential Functions Performed by  
COOP Procedures Personnel**

<b>Superintendent or Designee</b>	<ul style="list-style-type: none"><li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li><li>○ Disseminate information internally to students and staff.</li><li>○ Communicate with parents, media, and the larger school community.</li><li>○ Identify a line of succession, including who is responsible for restoring which business functions for schools.</li><li>○ Ensure systems are in place for rapid contract execution after an incident.</li></ul>
<b>Principal and/or Department Heads</b>	<ul style="list-style-type: none"><li>○ Identify relocation areas for classrooms and administrative operations.</li><li>○ Create a system for registering students (out of district or into alternative schools).</li><li>○ Brief and train staff regarding their additional responsibilities.</li><li>○ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li><li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li><li>○ Reevaluate the curriculum</li></ul>
<b>Custodians / Maintenance / Transportation</b>	<ul style="list-style-type: none"><li>○ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li></ul>

<b>Personnel</b>	<ul style="list-style-type: none"><li>○ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li><li>○ Determine how transportation services will resume.</li></ul>
<b>Administrative Assistants / Office Staff</b>	<ul style="list-style-type: none"><li>○ Maintain inventory.</li><li>○ Maintain essential records (and copies of records) including school's insurance policy.</li><li>○ Ensure redundancy of records is kept at a different physical location.</li><li>○ Secure classroom equipment, books, and materials in advance.</li><li>○ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li><li>○ Retrieve, collect, and maintain personnel data.</li><li>○ Provide accounts payable and cash management services.</li></ul>
<b>Counselors, Social Workers, and School Nurses/Health Assistants</b>	<ul style="list-style-type: none"><li>○ Establish academic and support services for students and staff/faculty.</li><li>○ Implement additional response and recovery activities according to established protocols</li></ul>
<b>Nutrition Service / Cafeteria Workers</b>	<ul style="list-style-type: none"><li>○ Determine how food services will resume.</li></ul>

To implement the COOP procedures:

All core COOP procedures personnel as well as senior staff will undergo periodic training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

#### **IV. PROCEDURES**

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.



## **A. Activation and Relocation**

The Superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

## **B. Alert, Notification, and Implementation Process**

Each Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents / guardians will be alerted and notified using the automated notification system as important information becomes available.

## **C. Relocation Sites**

<b>Alternate Facility</b>	<b>Replaces this Primary Facility</b>
Local governmental, church, community or privately owned buildings	Burchfield Primary
Local governmental, church, community or privately owned buildings	Egling Middle
Local governmental, church, community or privately owned buildings	Colusa High
Local governmental, church, community or privately owned buildings	Colusa Home
Local governmental, church, community or privately owned buildings	District Office
Local governmental, church, community or privately owned buildings	Cafeteria Kitchen
Local governmental, church, community or privately owned buildings	MOT Offices

Relocation sites will be identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site.

## **D. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be Colusa County Office of Education. For a longer term arrangement, district or community facilities will be utilized until the District Office is operational.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Colusa Unified's backup data.

## **E. Interoperable Communications/Backup Sites**

As noted above, the Colusa County Office of Education will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, another CUSD facility is the first option for relocation. Currently the lines and services for telephones and computers at the CUSD District Office are maintained, protected, and backed up offsite by the district office.

## **F. Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored off site.

## **G. Human Capital Management**

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

## **H. Reconstitution**

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- ☐ Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- ☐ Supervise an orderly return to the school building.
- ☐ Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

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### **I. PURPOSE**

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

### **II. SCOPE**

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this appendix. Additional advice will be sought from outside psychologists and mental health experts.

### **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

- ☐ All staff will undergo training to learn how to recognize signs of trauma.
- ☐ Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- ☐ Parents and guardians will be offered tips on how to recognize signs of trauma.
- ☐ Mental health experts will review and provide input into the plan.

### **IV. SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident**

- ☐ Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- ☐ Set up crisis centers and designate private rooms for private

counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.

- ☐ Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- ☐ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- ☐ Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

### **Hospital/Funeral Arrangements**

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

### **Post-Incident Procedures**

- ☐ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- ☐ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- ☐ Donate all remaining memorial items to charity.
- ☐ Discuss and approve memorials with the school board's consent.

# Hazard and Threat-Specific Procedures

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## Appendix A

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### NATURAL HAZARDS: FLOOD / SEVERE STORM (NEAR OR ON SCHOOL GROUNDS)

#### I. PURPOSE

Earthquakes, Floods and severe storms are natural features of the climate, topography, geology, and hydrology of Colusa and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, severe storms, tsunamis, and earthquakes. Generally, earthquakes in this area are relatively minor, but moderate ground shaking can occur and damage buildings. The purpose of this appendix is to ensure that there are procedures in place to protect staff / students and school property in case of a flood or a severe storm.

#### II. SCOPE

This appendix outlines additional responsibilities and duties as well as procedures for staff responding to a flood, storm or earthquake near or on school grounds.

#### III. CORE FUNCTIONS

The National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood and storm, and earthquake watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood or severe storm, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school intercom acts as a warning system to notify staff / faculty and students in case of imminent or confirmed severe storms and flooding, including that due to levee failure. If there is a loss of power, cell phones, a compressed air horn or megaphone and two-way radios will serve as backup

alerting / communication devices.

## **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

- ☐ Evacuation
- ☐ Shelter in Place
- ☐ Relocation
- ☐ Parent-Student Reunification
- ☐ Special Needs Population Considerations
- ☐ Continuity of Operations (COOP)
- ☐ Recovery: Psychological Healing
- ☐ Mass Care

## **B. Activating the EOP**

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction. In consultation with the principal / Policy Group determine if evacuation or sheltering is required.
- ☐ Notify local law enforcement of intent to evacuate or shelter, the location of the safe evacuation / shelter site, and the route to be taken to that site.
- ☐ Delegate a search team to ensure that all students have been evacuated or are sheltered.
- ☐ Activate communications plan.
- ☐ Determine if additional procedures should be activated.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Notify the principal / Policy Group of the status and action taken.
- ☐ Update the principal / Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to any damaged building until proper authorities have determined that it is safe to do so.
- ☐ Communicate with bus drivers.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

### **2. Incident Management Team and Section Chiefs Actions**

- ☐ Monitor radio and Internet for flood information and report any developments to the Incident Commander.

- ☐ Review procedures with staff as needed.
- ☐ Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- ☐ Implement the internal and external communications plan.
- ☐ Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be damaged.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

### **3. Staff Actions**

- ☐ Execute evacuation or shelter procedures when instructed by the Incident Management Team and/or Section Chiefs.
- ☐ Locate the class roster and emergency to-go kits.
- ☐ Take attendance before leaving campus if evacuating.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Document all actions taken.

### **4. Bus Driver Actions**

- ☐ If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged.
- ☐ If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, immediately abandon the bus and seek higher ground before the situation worsens.
- ☐ Use two-way radios or cell phones to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- ☐ Document all actions taken.

## Appendix B

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# TECHNOLOGICAL HAZARDS: CHEMICAL SPILL / FIRE

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## I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Colusa. Currently, small amounts of pesticides, herbicides, fuels, lubricants, and adhesives are all used and stored on school grounds. Cleaning products such as chlorine and ammonia solutions may be found in almost every building. Very small quantities of laboratory chemicals are stored in Egling Middle School and Colusa High School Science classrooms. The purpose of this appendix is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

## II. SCOPE

The appendix outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill or fire.

## III. CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include: gas leaks, toxic leaks or spills caused by tank, truck, or railroad accident; water treatment / waste treatment plants; and industry or laboratory spills.

The Colusa Unified School District maintenance team inspects stored chemicals. The school intercoms act as a warning system to notify staff/faculty and students. Decontamination of equipment and personnel will be coordinated with the local emergency responders.

### A. Operational Functions / Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill or fire near a school building include:

- ☐ Shelter-in-Place
- ☐ Evacuation
- ☐ Special Needs Population



- ☐ Parent-Student Reunification
- ☐ Continuity of Operations (COOP)
- ☐ Recovery: Psychological Healing
- ☐ Mass Care

If there is an **internal** chemical spill or fire, the following procedures may be activated:

- ☐ Evacuation
- ☐ Special Needs Population
- ☐ Relocation
- ☐ Parent-Student Reunification

The Incident Commander and the Incident Management Team / Section Chiefs will determine if and when these procedures should be activated.

## **B. Activating the EOP for an External Chemical Spill**

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill or fire is **external**, the following steps will be taken by the school community:

### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction if school is in session.
- ☐ Determine what procedures should be activated.
- ☐ Consider a reverse evacuation to bring all persons inside the building.
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ Notify local law enforcement of intent to shelter in place.
- ☐ Notify the principal/Policy Group of the status and action taken.  
The principal/Policy Group shall notify the superintendent of schools.
- ☐ Activate communications plan.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Give the "all clear" signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.

- ☐ Document all actions taken.

## **2. Incident Management Team and Section Chiefs Actions**

- ☐ Review procedures with staff if needed.
- ☐ Implement the internal and external communications plan.
- ☐ Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- ☐ Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- ☐ Notify relocation centers and determine an alternate relocation center if necessary.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

## **3. Staff Actions**

- ☐ Move students away from immediate vicinity of danger.
- ☐ If you smell gas, immediately evacuate. Do not turn on or off any electrical equipment. Notify administration but do not use a phone.
- ☐ Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- ☐ Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- ☐ Remain with students throughout the shelter-in-place process.
- ☐ Report any missing or injured students to the Incident Commander.
- ☐ Remain in sheltered area until the “all clear” signal has been issued.
- ☐ In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- ☐ Document all actions taken.

## **C. Activating the EOP for an Internal Chemical Spill**

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

### **1. Person Discovering the Spill**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close windows and doors and restrict access to affected area.
- ☐ Notify principal / teacher.
- ☐ Do not eat or drink anything or apply cosmetics.

### **2. Incident Commander Actions**

- ☐ Issue stand-by instruction to all staff and students.
- ☐ Determine what procedures should be activated.
- ☐ Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- ☐ Consider an all-school evacuation.
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ Notify the local fire department and the Department of Public Health.  
Provide the following information:
  - ☐ School name and address, including nearest cross street(s).
  - ☐ Location of the spill and/or materials released; name of substance, if known.
  - ☐ Characteristics of spill (color, smell, visible gases).
  - ☐ Injuries, if any.
- ☐ Notify local law enforcement of intent to evacuation.
- ☐ Notify the principal/Policy Group of the status and action taken.  
The principal/Policy Group shall notify the superintendent of schools.
- ☐ Activate communications plan.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Give the "all clear" signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

### **3. Incident Management Team and Section Chiefs Actions**

- ☐ Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- ☐ Review procedures with staff if needed.
- ☐ Implement the internal and external communications plan.
- ☐ Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification

procedures.

- ☐ Notify relocation centers and determine an alternate relocation center if necessary.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

#### **4. Staff Actions**

- ☐ Move students away from immediate vicinity of danger.
- ☐ Report location and type (if known) of the hazardous material to Incident Commander.
- ☐ Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- ☐ If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- ☐ Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- ☐ Remain with students throughout the evacuation and relocation process.
- ☐ Report any missing or injured students to the Incident Commander.
- ☐ Remain in sheltered area until the "all clear" signal has been issued.
- ☐ Do not return to the building until emergency response personnel have determined it is safe.
- ☐ Render first aid as needed.

## Appendix C

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# HUMAN-CAUSED HAZARDS: INTRUDER / TERRORISM

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## I. PURPOSE

The purpose of this appendix is to ensure that there are procedures in place to protect staff / students and school property in the event of an intruder / terrorist incident on school grounds or in the school building.

## II. SCOPE

The appendix outlines additional responsibilities and duties as well as procedures for staff responding to an intruder / terrorist incident on school grounds or in the school building.

## III. CORE FUNCTIONS

Colusa Unified School District will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office.**

To prevent intruders on campus, Colusa Unified School District administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Colusa Unified School District will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

### A. Operational Functions / Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- ☐ Lockdown
- ☐ Lockout
- ☐ Evacuation
- ☐ Parent-Student Reunification
- ☐ Recovery: Psychological Healing

## **B. Activating the EOP**

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this appendix. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction.
- ☐ Determine what procedures should be activated depending on the location and nature of the intruder.
- ☐ Consult with local law enforcement and emergency management agencies and monitor the situation.
- ☐ If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- ☐ Notify law enforcement to assist if necessary.  
Provide a description and location of intruder.
- ☐ Keep subject in view until police or law enforcement arrives.
- ☐ Activate communications plan.
- ☐ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ☐ Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.
- ☐ Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- ☐ Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- ☐ Give the "all clear" signal after the threat has passed.

- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

## **2. Staff Actions**

- ☐ Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☐ Keep intruder in view until law enforcement arrives.
- ☐ Stay calm, do not indicate any threat to the intruder.
- ☐ Isolate intruder from students.
- ☐ During Lockdowns, do not open locked door - law enforcement will have keys.
- ☐ If safe to do so, consider evacuation as an alternative to lockdown.
- ☐ Consider distributing heavy objects which might be thrown at the intruder should they enter your room.
- ☐ Search for items which might be used as defensive weapons – cleaning solutions, fire extinguishers, etc.
- ☐ If the intruder enters your room, do not remain still. Prepare students to “swarm” past intruder and rush out the door.

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## **Comprehensive School Safety Plans (CSSP)**

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### **Appendix D Burchfield Primary School CSSP**

#### **COMPREHENSIVE SCHOOL SAFETY PLAN**

Burchfield Primary School  
400 Fremont Street  
Colusa, CA 95932  
530-458-5853



March 2017

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    - h. Policy to Provide a Safe and Orderly Environment Conducive to Learning.
    - i. Rules and Procedures on School Discipline (Ed Code 35291-35291.5)

## **Comprehensive School Safety Plan**

### **I. Purpose**

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).

### **II. Scope**

This plan covers Burchfield Primary School grades TK – 3rd.

#### **Colusa Unified School District Mission Statement**

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL students

#### **Colusa Unified School District Vision Statement**

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

### **III. Elements and Requirements of the Comprehensive School Safety Plan**

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

1. Assessing the current status of school crime committed on the school campus and at school functions
2. Identifying appropriate strategies and programs that will maintain a high level of school safety.
3. Address the school's procedures for complying with the existing laws related to school safety.

#### Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the school Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

#### Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Burchfield Primary School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

**IV. Steps in the Safe Schools Planning Process**

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

1. Identify your safe school planning committee members
2. Create a mission statement or vision for your school
3. Gather and analyze information about your school and its community
4. Identify your school and community areas of desired change
5. Set major goals which are located in the action plan
6. Select and implement strategies for each safe school component located in the action plan
7. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.

- VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus. In the action plan each component lists a safe school element and a planning strategy and goal.

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment
- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

#### **Component 1**

### **Personal Characteristics of Students and Staff**

#### **Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated into all phases of the school curriculum and activities whenever possible.

#### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including Burchfield's After School Program, Migrant Education, Native American Council, and individual teacher driven tutoring.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with the Colusa Fire Department all students are provided with fire safety training for students in grades TK through 3rd.

#### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol, and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students.

## **Component 2**

# **The Schools Physical Environment**

### **School Location**

Burchfield Primary School is located near high traffic areas. Burchfield has a fenced campus that is locked during business hours. Large School Zone signs have been installed on Fremont street, 4<sup>th</sup> Street, and on Lafayette Street. Flashing crosswalk signals have been installed on two crosswalks, one in front of the school on Fremont Street and one on the corner of 4<sup>th</sup> and Lafayette Street. Safe Routes to School funding has been used to improve sidewalks and traffic signals near the school.

### **School Grounds**

Burchfield's campus has undergone recent upgrades including interior and exterior lighting, new asphalt playgrounds, trip hazards removed, ADA compliant sidewalks and access points and ADA compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### **School Buildings and Classrooms**

Buildings will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent criminal activities.

### **Internal Security Procedures**

Vandalism policies are in place at Burchfield. The school and community will continue to collaborate on crime prevention efforts. New interior and exterior lighting, and interior sensors have been installed.

The local police department's vigilance will be a deterrent to vandalism and

crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.

### **Component 3**

## **The School's Social Environment**

### **Leadership**

The Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

### **School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

### **Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional development, social expectations, goal setting and effective communication and relationships.

### **Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and

developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violation. Parents will be notified of violations.

### **Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

## **Component 4**

# **The School's Culture**

### **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stake holders will feel comfortable to share unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

### **Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from everyone.

### **Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will conference with their child's teacher's during October and as needed during the school year. Parents will be notified in person, by phone, notes home, and/or email by the teacher to discuss any academic

changes and/or student needs as necessary. Athletic and extra-curricular activities for students will be encouraged, but a balance with meeting academic standards will be the priority expectation.

**Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

## Crisis Response Plan

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.



# **In an Emergency Say it twice. Say it twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Park on 3 <sup>rd</sup> Street (Sankey Elmwood) Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to numbered fence on the playground.
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	2 <sup>nd</sup> /3 <sup>rd</sup> Modulares Evacuate to Annex Building. K/1 Modulares Evacuate to Room 8. Others shelter in their building's interior hallways.  Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



## FIRE ALARM

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE, EVACUATE

##### ADMIN/DESIGNEES

- initial signal services,
- 
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear to office

##### TEACHER

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- holds up green/red card for status of accounted/unaccounted students

##### OFFICE STAFF

- office assist calls emerg
- calls 911, records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists
- signals all clear whole school-w/PA System

##### CUSTODIANS

- report to admin. for further direction

##### OTHER SUPPORT STAFF/CLASSIFIED

- report other to admin. for further directions

The signal for a fire drill will consist of a series of **short EVACUATE STATEMENTS** lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### **Exit Routines:**

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).

#### **Procedure:**

- All pupils shall stop work immediately and prepare to evacuate the room.
- All pupils should not take any books, supplies, or personal belongings with them during fire drill.
- All school personal and visitors must leave the building, regardless of their activities.
- There shall be no talking during the drill.
- There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to field against the Fremont St. fence with roll books and green/red cards to assemble their class. All students are led to the field by yard duty staff and other designated staff to meet with their teachers. Teachers will hold up their green/red cards for accountable/unaccountable students for Admin. and designees leading the drill.

**Passing Period and Recess:** During any passing period and recess students assemble on the field to meet with Homeroom teachers.

## **EARTHQUAKE STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: SHELTER - EVACUATE**

### **ADMIN/DESIGNEE**

- initial signal services
- 
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear to office w/Nextel

### **TEACHER**

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- holds up green/red card for status of accounted/unaccounted Students

### **OFFICE STAFF**

- office assist, calls emerg.
- calls 911, records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.
- signals all clear whole school w/PA System

### **CUSTODIANS**

- report to admin. for further direction

### **SUPPORT STAFF/OTHER CLASSIFIED**

- report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

### **EVACUATE:**

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.
- E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

### **ASSEMBLY FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the mid-field area; include possible locations of missing or injured students.

### **ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under “Assembly Field” and “Release of Students.”

### **LUNCH:**

If an earthquake should occur during lunch, the lunch and yard duty staff must order the students to duck and cover. The yard duty staff must instruct and will walk the student body to report to their teachers on the TK-1<sup>st</sup> field, or 2<sup>nd</sup>-3<sup>rd</sup> field near the Fremont St. fence if possible. All teachers must report to their field area. All teachers must report to their field and follow steps under “Assembly Field” and “Release of Students.”

### **PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to their appropriate field area.

### **RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

### **DROP DRILL:**

Colusa Unified School District Emergency  
Operations Plan

Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk's position.

## CHEMICAL SPILL STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: LOCKDOWN OR EVACUATE

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF	CUSTODIANS
-Determines course of action and notifies teachers -call emergency services for direction	-keep student inside -close doors/windows -continue class activities -wait for all clear sound	-shut doors/windows -check with admin for phone statement	-shut off power as directed by admin. -report to admin. for further direction

### SUPPORT STAFF/OTHER CLASSIFIED

-report to admin for further direction

#### A. Should a spill occur within a classroom: EVACUATE

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

#### B. Should a spill occur within the vicinity of Burchfield Primary School: LOCKDOWN OR EVACUATE

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).
4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

## BOMB THREAT STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

#### Ask the caller:

Where is the bomb located? \_\_\_\_\_

Colusa Unified School District Emergency  
Operations Plan

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When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

Why? \_\_\_\_\_

What is your name? \_\_\_\_\_

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

Caller's Voice	Background Sounds:	Threat Language:
Accent	Animal Noises	Incoherent
Angry	House Noises	Message read
Calm	Kitchen Noises	Taped
Clearing throat	Street Noises	Irrational
Coughing	Booth	Profane
Cracking voice	PA system	Well-spoken
Crying	Conversation	

Colusa Unified School District Emergency  
Operations Plan

Deep	Music
Deep breathing	Motor
Disguised	Clear
Distinct	Static
Excited	Office machinery
Female	Factory machinery
Laughter	
Lisp	
Loud	
Male	

Other Voice Characteristics:
------------------------------

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

- initiate signal to evacuate
- call 911
- supervise evacuation
- establish command to determine next steps

TEACHER

- evacuate class
- bring:**
- roll book/green-red card
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance, remain w/class pending further direction
- at designated area teachers will hold up
- Their green/red card for status of accounted/unaccounted students

OFFICE STAFF

- same as fire drill

CUSTODIANS

Report to admin/designee for further directions

OTHER CLASSIFIED

-report to admin. for further directions

(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (office staff take out emergency cards.)
2. Administrators and office staff meet at designated evacuation site.
3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator designates a staff member to notify classes to move to:

1. TK-3rd grade classes exit through Annex and Lafayette St. gates to go to Sankey-Elmwood Park, on 3<sup>rd</sup> St. and Webster St.

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Office staff goes to District Office to call parents.
2. Parents notified by phone where to pick up students.

## **DANGEROUS PERSON STANDARD RESPONSE PROTOCOL (SRP)**

**SIGNAL: LOCKDOWN**

ADMIN/DESIG CUSTODIANS	TEACHER	OFFICE STAFF	
-initiate signal	-stay in room	-secure office	-report to
admin/ -call 911 and share all known	-turn off lights	-prepare to answer	designee for
further info. from	-pull curtains	calls with statement	directions
-prepare phone statement with Superintendent	-lock doors if it can be parents/public officials	done safely	
-get direction and give to office	-report unaccounted students to office (intercom) **Depending on the situation -students sit on the floor away from Doors/windows -keep students quiet -push furniture... against doors as a Barricade -fight back OR -evacuate - fight back		

### **SUPPORT STAFF/OTHER CLASSIFIED**

-remain in your location and wait for further instructions



## **DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VICINITY OF SCHOOL STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: LOCKDOWN**

A. THE **SIGNAL** is **LOCKOUT**.

B. **PLAYGROUND**- when the dangerous stranger alarm sounds, depending on the situation students on the playground need to sit down immediately on the ground or evacuate the area.

C. **LUNCHROOM**- (Computer lab/library or other room besides their classroom)

\*\*Depending on the situation students are to sit on floor, keep students quiet OR evacuate the area.

## **FLOOD**

A. Immediate Danger to (District Office)

1. Student evacuation will be directed by Colusa County Emergency Services

2. Flood Threat (Close School Procedure)

## **MISSING STUDENT**

A. When a child is reported missing, the person receiving the call must notify the principal. In their absence, notify the school counselor or reading specialist.

B. Note the time of the report and get a description of what the child was wearing.

C. During school, call all of the pull-out program instructors (Special Ed, ELD, Music, Counselor, P.E., Early Dismissal, etc.) to be sure the student is not with them.

D. If a child is missing after school, principal, designees, child's teacher, and other support staff will look for student on campus.

E. Check the playground, restrooms, cafeteria, library... to be sure the student is not on campus.

F. The principal or designees may drive around the school area and check local businesses.

G. The admin. asst./office staff will call the parents and the police will be notified.

## **MISSING STUDENT DURING A DRILL**

A. Teacher holds up their red card to signify a missing student to admin. or designee on the field area.

B. Admin./designee checks with P.E., Music, or Sp. Ed. Teacher, nurse, and/or library clerk.

C. All call on PA system.

D. Admin. and designees follow B, C, and E from **Missing Student** (see directly above)

E. If student is not found, authorities and parents will be notified.

## **SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS**

ADMIN/DESIGNEE

-with Superintendent's direction  
initiates procedure

TEACHER

-take students to designated areas:  
-TK-3rd gr. Sankey Park-3<sup>rd</sup> St.

OFFICE STAFF

-assist checking out students,  
-bring check out materials and

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-initiates sign-out process	and Webster St.as situation	set up check out stations:
	dictates	
-monitors holding areas	TK-3 <sup>rd</sup> gr. -coordinates bus pick-up	
	-supervise class until released by Admin./Designee	
	-release student to parent/ person with authorization form.	-(See staffing and procedures below for on-campus checkout)
CUSTODIAN/CLASSIFIED/SUPPORT STAFF:		
-report to Admin./Designee		

## **SCHOOL CLOSURE/STUDENT CHECK-OUT ON CAMPUS**

- A. All students remain in classrooms (during recess or lunch recess, TK-3rd to their classrooms)  
Parents notified by office staff to pick up students.  
B. Parents pick up students at check-out area designated (in front of office or TBD site). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).  
C. Runners will notify teachers to release students or teachers will be notified over phone intercom.

<u>Needed at Checkout Station</u>	<u>Check Out</u>	<u>Calling Parents</u>	<u>Runners/Calling</u>
<u>classroom</u>			
Table, chairs	Ellen	ToniAnn -AM	Yard Duty-Christina,
Emergency cards	Kathy	Rosemary	Cindy, Natalii
Sign-out sheets, pens	Jim	Carmen	Alyssa
		Able -PM	
(**Para's for all three areas bet. 8:00-11:45)			

### **Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that affect student/ staff performance such as a natural disaster, national crisis, assassination, or personal tragedy such as suicide.

#### **Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

#### **Initial Actions to be Taken**

##### **Principal**

1. Receives initial report.
2. Verifies by calling family or the authorities.
3. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
4. Schedule an emergency staff meeting prior to the next school day.
5. Hires extra subs as needed.
6. Initiate phone tree and email staff to notify of event and staff meeting.
7. Other principals would decide if their staff members should be notified.

##### **District Staff**

1. Contacts outside support professionals such as social workers and counselors.
2. Contacts district support professionals such as counselors and nurses.

##### **Superintendent**

1. Helps write a statement for the media.
2. Helps write a statement for the staff to read to students and to use for parent inquiries.
3. Fact sheet for the teachers.

#### **Actions to be Taken**

##### **Principal**

1. Identify room space for counseling or a quiet room.
2. Assign a staff member to monitor room.
3. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
4. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members

- e. Secondary Grief Reactions
  - i. Students who have suffered recent deaths or losses
  - ii. Potential suicidal students
  - iii. Students who generally have trouble coping with crisis
- 5. Designate a Building Crisis Consultant
- 6. Designate a Family Liaison

### **Emergency Staff Meeting – First Day**

#### **Principal**

1. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
2. Allow staff expression of grief.
3. Outline plans for the day.
4. Classes and all related activities will follow normal schedule.
5. Teachers will read identical statements to their classes.
6. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
7. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
8. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
9. Any and all questions from the media should be redirected to the Media Liaison.
10. Hold an end of the day staff meeting to debrief, update and make further plans.

#### **Teachers**

1. Present facts, dispel rumors, de-glorify death.
2. Teachers should briefly express their feelings to model appropriate response to grief.
3. Encourage students to help each other.
4. Postpone test if necessary.
5. Report the names of students who seem especially upset.

#### **Building Crisis Consultant**

This person will be designated at the initial staff meeting and will take care of the following.

1. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
2. Suggests do's and don'ts as to how staff should respond.
3. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

#### **DURING THE FIRST DAY**

1. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
2. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
3. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
4. Media Liaison meets with radio, television and newspaper.
5. Family liaison meets with the family.
6. Make available numerous brochures on grieving.
7. Allow staff to share experiences of the day – what went well, what did not. Suggestions for day 2.
8. Identify all students / staff of great concern. Contact parents of the students.

#### **2<sup>ND</sup> DAY OF CLASSES**

1. Extra support staff available to meet with students and staff especially those considered "At Risk".
2. Family liaison visits family to see if they need anything and to and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
3. Principal shares updated information with staff as appropriate.
4. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).
5. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

### **AFTER SCHOOL STAFF MEETING**

1. Share the day's experiences.
2. Counselor to report on at-risk students.
3. Report on family by liaison.
4. Report and discussion about funeral / memorial arrangements.
5. Clergy may also be present to comment.

### **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feelings before returning to classes. It may be helpful to have counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression that the situation is under control.

1. Reviews and makes recommendations concerning the crisis plan before a crisis.
2. Attends a crisis meeting
3. Attends and presents information and suggestions at staff meetings.
4. In conjunction with the principal helps to conduct the parent / student / community meetings.

### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be aware of all incident response activities and is the only person

authorized to speak to the media.

## **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

## **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

1. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
2. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
3. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

**Please follow link to Board Policies which will include related legal references.**

**Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

### Disaster Procedures

<http://www.gamutonline.net/district/colausd/displayPolicy/838988/>

### Policies regarding Suspension, Expulsion and Mandatory Expulsion

<http://www.gamutonline.net/district/colausd/DisplayPolicy/971166/>

### Procedures to Notify Teachers of Dangerous Pupils

At Burchfield each teacher receives notice from the Principal when there are students who need to be identified as dangerous or potentially violent. Records are kept on these students on the Student Data System. Staff is aware of the information and it is available for review.

### Sexual Harassment

<http://www.gamutonline.net/district/colausd/DisplayPolicy/839111/>

### School-wide dress code related to gang related apparel

<http://www.gamutonline.net/district/colausd/displayPolicy/839344/>

### Safe Routes to School

The community has work with the schools to identify dangerous access points. Improvements have been made to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

### Policy to provide a safe and orderly environment conducive to learning

<http://www.gamutonline.net/district/colausd/DisplayPolicy/838983/>

### Rules and procedures on school discipline

<http://www.gamutonline.net/district/colausd/displayPolicy/971166/>

## DISTRICT DISCIPLINE PLAN

### II. DISCIPLINE PURSUANT TO THE EDUCATION CODE

- (ISS = In School Suspension /OSS = Out of School Suspension)
- \*= **MANDATORY EXPELLABLE OFFENSES**

ED CODE	OFFENSE	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:
		1st OFFENSE	2nd OFFENSE	ADDITIONAL OFFENSE
§48900 (c)	<b><u>Alcohol:</u></b> Unlawfully possessed, used, or	1-5 day OSS; Required parent conference; police	1-5 day OSS; required parent conference; mandatory	Cumulative 4 yrs.



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	been under the influence of an alcoholic beverage or an intoxicant of any kind.	notification.	recommendation for expulsion; police/CPS notification required.  Behavior Contract.	
*§48900 (d)	<b><u>Alcohol/Drug Sale:</u></b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
*§48900 (a)	<b><u>Assault/Battery:</u></b>	1-5 day ISS/OSS; required parent conference.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
§48900.3	Caused, attempted to cause, or threatened to cause physical injury to another person.	5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.		
§48900.4				
§48915(a)(1)	Causing serious physical injury, Assault or battery.			
§48915 (a)(5)				
*§48915 (c)(2)	<b><u>Brandishing a Knife:</u></b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b><u>Bullying/Cyberbullying:</u></b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation. This does include a post on a social network Internet Web site.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible expulsion recommendation for expulsion.
§48900 (b)	<b><u>Dangerous Objects:</u></b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48915 (c)				
*§48900 (k)	<b><u>Disruption/Defiance:</u></b>  Disrupted school activities or otherwise willfully defied the	3 documented warnings (including parent notification, detentions, referrals, extended day).	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or

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	valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.		appropriate program.	actions resulting in serious injury may lead to recommendation for expulsion.
§48900 (j)	<b><u>Drug Paraphernalia Sale:</u></b> Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48900 (c) §48900 (j) §48915 (a)(3)	<b><u>Drugs:</u></b> Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b><u>Fighting/Physical Contact:</u></b> Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b><u>Harassment:</u></b> Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.3	<b><u>Hate Violence:</u></b> Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm:</u></b> Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.

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§48900 (i)	<b><u>Profanity:</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)(l) §48915(a)(4)	<b><u>Robbery:</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2 §48900 (n)	<b><u>Sexual Harassment:</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (g)	<b><u>Theft:</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> may lead to recommendation for expulsion.
§48900 (h) §48901	<b><u>Tobacco:</u></b>  Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1 day ISS/OSS; parent notification	2-3 day ISS/OSS; required parent conference; referral to appropriate program.	5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.
§48900 (f)	<b><u>Vandalism:</u></b>  Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution,	Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution,

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		cleaning.	Restitution, cleaning.	cleaning.
§48900 (o)	<b><u>Witness/Harassment:</u></b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.

## Burchfield Primary School Evacuation Map



## Appendix E Egling Middle School CSSP

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### COMPREHENSIVE SCHOOL SAFETY PLAN

Egling Middle School  
813 Webster Street  
Colusa, CA 95932  
530.458.7631

March 2017

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# Comprehensive School Safety Plan

## I. Purpose

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).

## II. Scope

This plan covers Egling Middle School grades 4<sup>th</sup> – 8<sup>th</sup>.

### Colusa Unified School District Mission Statement

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL students

### Colusa Unified School District Vision Statement

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

## III. Elements and Requirements of the Comprehensive School Safety Plan

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

4. Assessing the current status of school crime committed on the school campus and at school functions
5. Identifying appropriate strategies and programs that will maintain a high level of school safety.
6. Address the school's procedures for complying with the existing laws related to school safety.

### Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the school Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

### Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Egling Middle School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

**IV. Steps in the Safe Schools Planning Process**

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

8. Identify your safe school planning committee members
9. Create a mission statement or vision for your school
10. Gather and analyze information about your school and its community
11. Identify your school and community areas of desired change
12. Set major goals which are located in the action plan
13. Select and implement strategies for each safe school component located in the action plan
14. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.



- VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus. In the action plan each component lists a safe school element and a planning strategy and goal.

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment
- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

#### **Component 1**

### **Personal Characteristics of Students and Staff**

#### **Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated into all phases of the school curriculum and activities whenever possible.

#### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including Egling's After School Program, Migrant Education, and Native American Council.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with our District Attorney's Office all students are provided with internet safety training for students in grades 4<sup>th</sup> through 8<sup>th</sup>. The Colusa Probation Department facilitates our 7th and 8th grade Girls' Circle and Boys' Council.

### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students. The Sherriff's Department provides the Drug Awareness and Resistance Education program for our 5<sup>th</sup> grade students. The Colusa County office of Education provides the Students Working Against Tobacco for our 4<sup>th</sup> grade students.

## **Component 2**

# **The Schools Physical Environment**

### **School Location**

Egling is located near high traffic areas. Egling has a fenced campus that is locked during business hours. Large School Zone signs have been installed on 10<sup>th</sup> street and on Freemont Street. Flashing crosswalk signals have been installed on two crosswalks in front of the school. Safe Routes to School funding has been used to improve sidewalks and traffic signals near the school.

### **School Grounds**

Egling's campus has undergone recent upgrades including interior and exterior lighting, new asphalt playgrounds, trip hazards removed, ADA compliant sidewalks and access points and Ada compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### **School buildings and Classrooms**

Building will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent

criminal activities.

### **Internal Security Procedures**

Vandalism policies are in place at Egling. The school and community will continue to collaborate on crime prevention efforts. New exterior lighting and new locking door handles have been installed.

The local police department's vigilance will be a deterrent to vandalism and crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.

## **Component 3**

# **The School's Social Environment**

### **Leadership**

The Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

### **School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

### **Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional

development, social expectations, goal setting and effective communication and relationships.

### **Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violation. Parent will be notified of violations.

### **Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

## **Component 4**

# **The School's Culture**

### **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stake holders will feel comfortable to share with unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

### **Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from

everyone.

**Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will have access to online grade reporting. Athletic and extra-curricular activities for students will be encouraged, but a balance with academic standards will be the expectation.

**Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

# **In an Emergency Say it twice. Say it twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Community Theater Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to Play Fields
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to Library Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



# Crisis Response Plan

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

## FIRE ALARM

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE, EVACUATE

##### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear

##### TEACHER

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students

##### OFFICE STAFF

- admin. assist:
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists

##### CUSTODIANS

- report to admin. for further direction

##### OTHER CLASSIFIED

- report other to admin. for further directions

The signal for a fire drill will consist of a verbal announcement, strobe lights and horns lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### Exit Routines:

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).

#### Procedure:

- All pupils shall stop work immediately and prepare to evacuate the room.
- All pupils should not take any wraps, books, flags or personal belongings with them during fire drill.
- All school personal and visitors must leave the building, regardless of their activities.
- There shall be no talking during the drill.
- There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to football field with roll books to assemble their class (7<sup>th</sup>-8<sup>th</sup> Homeroom). All students are led to the football field to meet with their teachers.



**Passing Period and Recess:** During 7<sup>th</sup>-8<sup>th</sup> passing period and recess students assemble on the football field to meet with Homeroom teachers.

## **EARTHQUAKE STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: SHELTER - EVACUATE**

### **ADMIN/DESIGNEE**

- initial signal
- call 911
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear
- office Nextel

### **TEACHER**

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at
- goal post of unaccounted students

### **OFFICE STAFF**

- admin. assist
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.

### **CUSTODIANS**

- report to admin. for further direction

### **OTHER CLASSIFIED**

- report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

### **EVACUATE:**

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.
- E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

### **ASSEMBLY FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the Goal Posts; include possible locations of missing or injured students.

### **ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under "Assembly Field" and "Release of Students."

### **LUNCH:**

If an earthquake should occur during lunch, the duty teachers must order the students to duck and cover. The duty teachers must instruct the student body to report to their teachers (4-6) or Homeroom (7-8) on the assembly field (Football Field). All teachers must report to the assembly field. All teachers must report to the assembly field and follow steps under "Assembly Field" and "Release of Students."

### **PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to the assembly field. Students must locate and report to their teacher (4-6) or Homeroom.

### **RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

### **DROP DRILL:**

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Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk's position.

\*Roll books should be taken to the assembly.

## CHEMICAL SPILL

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: LOCKDOWN OR EVACUATE

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF	CUSTODIANS
-Determines course of action and notifies teachers -call emergency services for direction	-keep student inside -close doors/windows -continue class activities -wait for all clear sound	-shut doors/windows -check with admin for phone statement	-shut off power as directed by admin. -report to admin. for further direction

#### OTHER CLASSIFIED

-report to admin for further direction

#### A. Should a spill occur within a classroom: EVACUATE

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

#### B. Should a spill occur within the vicinity of Egling Middle School: LOCKDOWN OR EVACUATE

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).
4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

## BOMB THREAT

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

**Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

Why? \_\_\_\_\_

What is your name? \_\_\_\_\_

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

**Caller's Voice**

Accent

Angry

Calm

Clearing throat

Coughing

**Background Sounds:**

Animal Noises

House Noises

Kitchen Noises

Street Noises

Booth

**Threat Language:**

Incoherent

Message read

Taped

Irrational

Profane

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Cracking voice	PA system	Well-spoken
Crying	Conversation	
Deep	Music	
Deep breathing	Motor	
Disguised	Clear	
Distinct	Static	
Excited	Office machinery	
Female	Factory machinery	
Laughter		
Lisp		
Loud		
Male		

Other Voice Characteristics:
------------------------------

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

- Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
- Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

- initiate signal to evacuate
- call 911
- supervise evacuation
- establish command to determine next steps

TEACHER

- evacuate class
- bring:**
- roll book
- keys
- personal belongings
- post all clear sign

OFFICE STAFF

- same as fire drill

## Colusa Unified School District Emergency Operations Plan

- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students
- remain with class pending further direction

### CUSTODIANS

Report to admin/designee for further directions

(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (secretaries take out Rolodex & emergency cards).
2. Administrators and secretaries meet at designated evacuation site (Community Theater).
3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator

designates a staff member to notify classes to move to:

1. 4<sup>th</sup>-6<sup>th</sup> grade classes to go to auditorium (Community Theatre).
2. 7<sup>th</sup>-8<sup>th</sup> grade classes go to Will S. Green Park (District Office hallway if raining).

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Secretaries and any other volunteers go to District Office to call parents.
2. Parents notified on phone where to pick up students.

## DANGEROUS PERSON

### STANDARD RESPONSE PROTOCOL (SRP)

SIGNAL: LOCKDOWN

ADMIN/DESIG CUSTODIANS	TEACHER	OFFICE STAFF	
-initiate signal admin/ -call 911 and share all known further info. from -prepare phone statement with Superintendent -get direction and give to office	-stay in room  -turn off lights  -pull curtains  -lock doors if it can be  -report unaccounted students to office (intercom) **Depending on the situation -students sit on the floor -keep students quiet OR -evacuate - fight back	-secure office  -prepare to answer calls with statement  done safely	-report to  designee for directions

OTHER CLASSIFIED

-remain in your location

## **DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VICINITY OF SCHOOL**

### **STANDARD RESPONSE PROTOCOL (SRP)**

#### **SIGNAL: LOCKDOWN**

A. THE SIGNAL is LOCKOUT.

B. PLAYGROUND- when the dangerous stranger alarm sounds, depending on the situation students on the playground need to sit down immediately on the ground or evacuate the area.

C. LUNCHROOM- (Computer lab/library or other room besides their classroom)

\*\*Depending on the situation students are to sit on floor, keep students quiet OR evacuate the area.

#### **FLOOD**

A. Immediate Danger to (District Office)

1. Students evacuate to District Office 2<sup>nd</sup> floor using Bomb Threat Procedure

2. Flood Threat (Close School Procedure)

#### **MISSING STUDENT**

A. When a child is reported missing, the person receiving the call must notify the principal or assistant principal.

B. Note the time of the report and get a description of what the child was wearing.

C. Call all of the pull-out program instructors (Special Ed, ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.

D. Check the playground and restrooms to be sure the student is not on campus.

E. The principal or assistant principal may drive around the school area and check local businesses.

F. The secretary will call the parents and the police will be notified.

#### **MISSING STUDENT DURING A DRILL**

A. Runner notifies secretary.

B. Secretary notifies Administrator or Designee.

C. Administrator/Designee assigns staff member to confirm absence and report back.

D. If student not found, authorities and parents notified.

## **SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS**

#### **ADMIN/DESIGNEE**

-with Superintendent's direction  
initiates procedure

-initiates sign-out process

-coordinates bus pick

-monitors holding areas

#### **TEACHER**

-take students to designated areas:

-4<sup>th</sup>-6<sup>th</sup> Community Theatre

-7<sup>th</sup>-8<sup>th</sup> Park or District Office

-up hallway if raining

-supervise class until released by  
Admin./Designee

-release student to parent  
person with authorization form.

#### **OFFICE STAFF**

-assist checking out students,

-bring check out materials and

set up station:

-4<sup>th</sup>-6<sup>th</sup> (Auditorium Steps)

-7<sup>th</sup>-8<sup>th</sup> (Will S. Green

Park by Scout Cabin or back

or entrance to District Office)

-(See staffing and procedures below  
for on-campus checkout)

#### **CUSTODIAN/CLASSIFIED:**

-report to Admin./Designee

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A. All students remain in classrooms (during recess or lunch recess, 4<sup>th</sup>-6<sup>th</sup> to their classroom, 7<sup>th</sup>-8<sup>th</sup> homeroom classroom).

Parents notified by office staff to pick up students.

B. Parents pick up students at check-out area designated (in front of office or cafeteria/gym). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).

C. Runners will notify teachers to release students or teachers will be notified over intercom.

<u>Needed at Checkout Station</u>	<u>Check Out</u>	<u>Calling</u>	<u>Runners</u>
Table, chairs	Teia	Stephanie AM	Noon Duty
Student Lists	Elia	Barbara	Sue
	Sally	Teissa	Yard Duty
	Cuca	Paige	

### **Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that effect student/ staff performance such as a natural disaster, national crisis, assassination or personal tragedy such as suicide.

#### **Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

#### **Initial Actions to be Taken**

**Principal**

8. Receives initial report.
9. Verifies by calling family or the authorities.
10. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
11. Schedule an emergency staff meeting prior to the next school day.
12. Hires extra subs as needed.
13. Initiate phone tree to and email staff to notify of event and staff meeting.
14. Other principals would decide if their staff members should be notified.

**District Staff**

3. Contacts outside support professionals such as social workers and counselors.
4. Contacts district support professionals such as counselors and nurses.

**Superintendent**

4. Helps write a statement for the media.
5. Helps write a statement for the staff to read to students and to use for parent inquiries.
6. Fact sheet for the teachers.

**Actions to be Taken**

**Principal**

7. Identify room space for counseling or a quiet room.
8. Assign a staff member to monitor room.
9. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
10. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members
  - e. Secondary Grief Reactions
    - i. Students who have suffered recent deaths or losses
    - ii. Potential suicidal students
    - iii. Students who generally have trouble coping with crisis
11. Designate a Building Crisis Consultant
12. Designate a Family Liaison



### **Emergency Staff Meeting – First Day**

#### **Principal**

11. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
12. Allow staff expression of grief.
13. Outline plans for the day.
14. Classes and all related activities will follow normal schedule. It may be necessary to extend homeroom to process with students.
15. During homeroom principal will read a statement over the PA and/or teachers will read identical statements to their homeroom classes.
16. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
17. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
18. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
19. Any and all questions from the media should be redirected to the Media Liaison.
20. Hold an end of the day staff meeting to debrief, update and make further plans.

#### **Teachers**

6. Present facts, dispel rumors, de-glorify death.
7. Teachers should briefly express their feelings to model appropriate response to grief.
8. Encourage students to help each other.
9. Postpone test if necessary.
10. Report the names of students who seem especially upset.

### **Building Crisis Consultant**

This person will be designated at the initial meeting and will take care of the following.

4. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
5. Suggests do's and don'ts as to how staff should respond.

6. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

#### **DURING THE FIRST DAY**

9. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
10. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
11. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
12. Media Liaison meets with radio, television and newspaper.
13. Family liaison meets with the family.
14. Make available numerous brochures on grieving.
15. Allow staff to share experiences of the day – what went well, what did not. Suggestions for day 2.
16. Identify all students / staff of great concern. Contact parents of the students.

#### **2<sup>ND</sup> DAY OF CLASSES**

6. Extra support staff available to meet with students and staff especially those considered “At Risk”.
7. Family liaison visits family to see if they need anything and to and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
8. Principal shares updated information with staff as appropriate.
9. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).
10. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

#### **AFTER SCHOOL STAFF MEETING**

6. Share the day’s experiences.

7. Counselor to report on at-risk students.
8. Report on family by liaison.
9. Report and discussion about funeral / memorial arrangements.
10. Clergy may also be present to comment.

#### **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feeling before returning to classes. It may be helpful to have counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

#### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

#### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression of the situation is under control.

5. Reviews and makes recommendations concerning the crisis plan before a crisis.
6. Attends a crisis meeting
7. Attends and presents information and suggestions at staff meetings.
8. In conjunction with the principal helps to conduct the parent / student / community meetings.

#### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be aware of all incident response activities and is the only person authorized to speak to the media.

#### **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

#### **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

4. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
5. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
6. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

**Please follow link to Board Policies which will include related legal references.**

#### **Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

#### **Disaster Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/838988/>

**Policies regarding Suspension, Expulsion and Mandatory Expulsion**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/971166/>

**Procedures to Notify Teachers of Dangerous Pupils**

At Egling each teacher receives notice from the Principal or Vice Principal when there are students who need to be identified as dangerous or potentially violent. Records are kept of these students on the Student Data System. Staff is aware of the information and it is available for review.

**Sexual Harassment**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/839111/>

**School-wide dress code related to gang related apparel**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839344/>

**Safe Routes to School**

The community has work with the schools to identify dangerous access point. Improvements have been to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

**Appendix H**

**Policy to provide a safe and orderly environment conducive to learning**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/838983/>

**Rules and procedures on school discipline**

<http://www.gamutonline.net/district/colusausd/displayPolicy/971166/>

**DISTRICT DISCIPLINE PLAN**

**III. DISCIPLINE PURSUANT TO THE EDUCATION CODE**

- (ISS = In School Suspension /OSS = Out of School Suspension)
- \*= **MANDATORY EXPELLABLE OFFENSES**

ED CODE	OFFENSE	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:
		1st OFFENSE	2nd OFFENSE	ADDITIONAL OFFENSE
§48900 (c)	<b><u>Alcohol:</u></b>  Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.	Cumulative 4 yrs.

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			Behavior Contract.	
*§48900 (d)	<b><u>Alcohol/Drug Sale:</u></b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
*§48900 (a) §48900.3 §48900.4 §48915(a)(1) §48915 (a)(5)	<b><u>Assault/Battery:</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)(2)	<b><u>Brandishing a Knife:</u></b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b><u>Bullying/Cyberbullying:</u></b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation. This does include a post on a social network Internet Web site.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible expulsion recommendation for expulsion.
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects:</u></b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance:</u></b>  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	3 documented warnings (including parent notification, detentions, referrals, extended day).	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for

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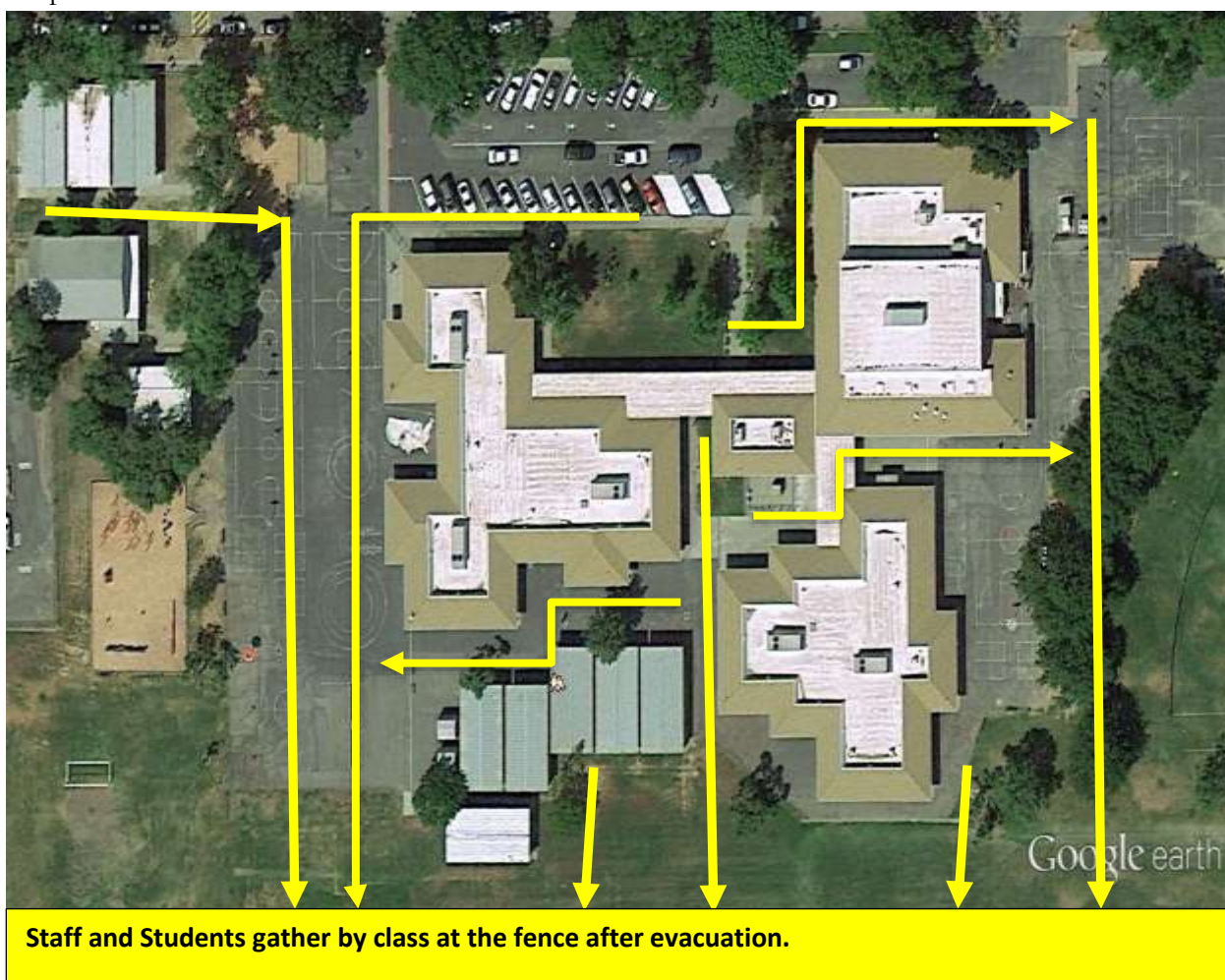
	their duties.			expulsion.
§48900 (j)	<b><u>Drug Paraphernalia Sale:</u></b> Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48900 (c) §48900 (j) §48915 (a)(3)	<b><u>Drugs:</u></b> Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b><u>Fighting/Physical Contact:</u></b> Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b><u>Harassment:</u></b> Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.3	<b><u>Hate Violence:</u></b> Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm:</u></b> Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.

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§48900 (i)	<b><u>Profanity:</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)(l) §48915(a)(4)	<b><u>Robbery:</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2 §48900 (n)	<b><u>Sexual Harassment:</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (g)	<b><u>Theft:</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> may lead to recommendation for expulsion.



§48900 (h)	<del>Tobacco</del> <b>Coalinga Unified School District Emergency Operations Plan</b> <del>Possessed or used tobacco, or any</del> products containing tobacco or nicotine products. (Cumulative 2 years.)	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	2-3 day ISS/OSS; required parent conference; referral to appropriate program.	5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.
§48901				
§48900 (f)	<b><u>Vandalism:</u></b> Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.
§48900 (o)	<b><u>Witness/Harassment:</u></b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.



## Appendix F Colusa High & Colusa Alternative High School CSSP

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### COMPREHENSIVE SCHOOL SAFETY PLAN

Colusa High School  
901 Colus Avenue  
Colusa, CA 95932  
530.458.2156



March 2017

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# Comprehensive School Safety Plan

- I. **Purpose**

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).
- II. **Scope**

This plan covers Colusa High School grades 9<sup>th</sup> – 12<sup>th</sup>.

### Colusa Unified School District Mission Statement

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL

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students

### **Colusa Unified School District Vision Statement**

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

### **III. Elements and Requirements of the Comprehensive School Safety Plan**

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

7. Assessing the current status of school crime committed on the school campus and at school functions
8. Identifying appropriate strategies and programs that will maintain a high level of school safety.
9. Address the school's procedures for complying with the existing laws related to school safety.

#### Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the School Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

#### Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Colusa High School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

### **IV. Steps in the Safe Schools Planning Process**

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

15. Identify your safe school planning committee members
16. Create a mission statement or vision for your school
17. Gather and analyze information about your school and its community
18. Identify your school and community areas of desired change
19. Set major goals which are located in the action plan
20. Select and implement strategies for each safe school component located in the action plan

21. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.

VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire ca

VIII. mpus. In the action plan each component lists a safe school element and a planning strategy and goal.

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment
- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

## Component 1

# Personal Characteristics of Students and Staff

### **Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated into all phases of the school curriculum and activities whenever possible.

### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including before and after school and through Migrant Education, and Native American Council.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with our District Attorney's Office all students are provided with internet safety training for students in grades 9<sup>th</sup> through 12<sup>th</sup>. The Colusa Probation Department facilitates our Girls' Circle and Boys' Council.

### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students. The Colusa County office of Education provides the Students Working Against Tobacco for all of our students.

## Component 2

## **The School's Physical Environment**

### **School Location**

Colusa High School is located on Colus Avenue. CHS has a very open campus that has multiple openings to the school. Efforts have taken place in the past to fence some aspects of the school but ultimately the cost and practicality of this endeavor has proven to be too difficult.

### **School Grounds**

Colusa High School's campus has undergone recent upgrades including interior and exterior lighting, new asphalt, trip hazards removed, ADA compliant sidewalks and access points and ADA compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### **School buildings and Classrooms**

Building will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent criminal activities.

### **Internal Security Procedures**

Vandalism policies are in place at CHS. The school and community will continue to collaborate on crime prevention efforts. New exterior lighting and new locking door handles have been installed.

The local police department's vigilance will be a deterrent to vandalism and crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.



**Component 3**

## **The School's Social Environment**

### **Leadership**

The Principal, Assistant Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

### **School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

### **Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional development, social expectations, goal setting and effective communication and relationships.

### **Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violations. Parents will be notified of violations.

### **Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

**Component 4**

# **The School's Culture**

## **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stake holders will feel comfortable to share with unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

## **Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from everyone.

## **Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will have access to online grade reporting. Athletic and extra-curricular activities for students will be encouraged, but a balance with academic standards will be the expectation.

## **Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

## Crisis Response Plan

**In an  
Emergency  
Say it twice. Say it  
twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
<b>Animal Outside</b>	<b>Lockout! Secure the Perimeter</b>
<b>Bomb</b>	<b>Evacuate to Football Field Home Bleachers Shelter for Bomb! Drop, Cover and Hold!</b>
<b>Earthquake</b>	<b>Shelter for Earthquake! Drop, Cover and Hold!</b>
<b>Fire Inside</b>	<b>Evacuate to Parking Lots.</b>
<b>Fire Outside</b>	<b>Shelter in Silence</b>
<b>Chemical Spill</b>	<b>Shelter for Hazmat! And Seal</b>
<b>Intruder Inside</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>
<b>Intruder Outside</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>
<b>Kidnapping</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>
<b>Tornado</b>	<b>Evacuate to nearest permanent building Shelter for Tornado! Drop, Cover and Hold!</b>
<b>Weapon</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>



**DRAFT Public Address Protocol | Version 0.9.1 | 09/03/2009 | Revised:09/21/2009 | John-Michael Keyes [jmk@iloveguys.org](mailto:jmk@iloveguys.org) | <http://iloveguys.org>**

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The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

## **FIRE ALARM**

### **STANDARD RESPONSE PROTOCOL (SRP)**

#### **SIGNAL: EVACUATE, EVACUATE**

##### **ADMIN/DESIGNEE**

- initial signal
- call 911
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear

##### **TEACHER**

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students

##### **OFFICE STAFF**

- admin. assist:
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists

##### **CUSTODIANS**

- report to admin. for further direction

##### **OTHER CLASSIFIED**

- report other to admin. for further directions

The signal for a fire drill will consist of a series of **short horns** lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### **Exit Routines:**

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).

#### **Procedure:**

- A. All pupils shall stop work immediately and prepare to evacuate the room.
- B. All pupils should not take any wraps, books, flags or personal belongings with them during fire drill.
- C. All school personal and visitors must leave the building, regardless of their activities.
- D. There shall be no talking during the drill.
- E. There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to football field with roll books to assemble their class. All students are led to the football field to meet with their teachers.

**Passing Period and Recess:** During passing periods, students assemble on the football field to meet with subsequent teachers.

## **EARTHQUAKE STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: SHELTER - EVACUATE**

### **ADMIN/DESIGNEE**

- initial signal
- call 911
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear
- office Nextel

### **TEACHER**

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at
- goal post of unaccounted students

### **OFFICE STAFF**

- admin. assist
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.

### **CUSTODIANS**

- report to admin. for further direction

### **OTHER CLASSIFIED**

- report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

### **EVACUATE:**

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.
- E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

### **Football FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the Goal Posts; include possible locations of missing or injured students.

### **ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the football field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under "Football Field" and "Release of Students."

### **LUNCH:**

If an earthquake should occur during lunch, administrators will order the students to duck and cover. Admin will instruct the student body to report to their 5<sup>th</sup> period teachers on the football field. All teachers must report to the football field and follow steps under "Football Field" and "Release of Students."

### **PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to the football field. Students must locate and report to their teacher.

### **RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

### **DROP DRILL:**

Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk's position.

\*Roll books should be taken to the assembly.

## **CHEMICAL SPILL STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: LOCKDOWN OR EVACUATE**

### **ADMIN/DESIGNEE**

-Determines course of action  
and notifies teachers  
-call emergency services  
for direction

### **TEACHER**

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

### **OFFICE STAFF**

-shut doors/windows  
-check with admin for  
phone statement

### **CUSTODIANS**

-shut off power as  
directed by admin.  
-report to admin. for  
further direction

### **OTHER CLASSIFIED**

-report to admin for further direction

#### **A. Should a spill occur within a classroom: EVACUATE**

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

#### **B. Should a spill occur within the vicinity of Egling Middle School: LOCKDOWN OR EVACUATE**

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).
4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

## **BOMB THREAT STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: EVACUATE**

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

### **Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

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What kind of bomb is it? \_\_\_\_\_

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

Why? \_\_\_\_\_

What is your name? \_\_\_\_\_

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

Caller's Voice	Background Sounds:	Threat Language:
Accent	Animal Noises	Incoherent
Angry	House Noises	Message read
Calm	Kitchen Noises	Taped
Clearing throat	Street Noises	Irrational
Coughing	Booth	Profane
Cracking voice	PA system	Well-spoken
Crying	Conversation	
Deep	Music	
Deep breathing	Motor	
Disguised	Clear	



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Distinct	Static
Excited	Office machinery
Female	Factory machinery
Laughter	
Lisp	
Loud	
Male	

Other Voice Characteristics:
------------------------------

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

- initiate signal to evacuate
- call 911
- supervise evacuation
- establish command to determine next steps

TEACHER

- evacuate class
- bring:**
- roll book
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students
- remain with class pending further direction

OFFICE STAFF

- same as fire drill

CUSTODIANS

Report to admin/designee for further directions  
(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (secretaries take out Rolodex & emergency cards.
2. Administrators and secretaries meet at designated evacuation site (Football Field).

OTHER CLASSIFIED

-report to admin. for further directions

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3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator designates a staff member to notify classes to move to:

1. Football Field

2. Boy's soccer field

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Secretaries and any other volunteers go to District Office to call parents.

2. Parents notified on phone where to pick up students.

## **DANGEROUS PERSON**

### **STANDARD RESPONSE PROTOCOL (SRP)**

**SIGNAL: LOCKDOWN**

ADMIN/DESIG CUSTODIANS	TEACHER	OFFICE STAFF	
-initiate signal admin/ -call 911 and share all known further info. from -prepare phone statement with Superintendent -get direction and give to office	-stay in room -turn off lights -pull curtains -lock doors if it can be -report unaccounted students to office (intercom) **Depending on the situation -students sit on the floor -keep students quiet OR -evacuate - fight back	-secure office -prepare to answer calls with statement done safely	-report to designee for directions

**OTHER CLASSIFIED**

-remain in your location

## **DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VICINITY OF SCHOOL**

### **STANDARD RESPONSE PROTOCOL (SRP)**

**SIGNAL: LOCKDOWN**

A. THE SIGNAL is LOCKOUT.

B. Quad Area- when the dangerous stranger alarm sounds, depending on the situation students in the quad need to sit down immediately on the ground or evacuate the area.

C. LUNCHROOM- (Computer lab/library or other room besides their classroom)

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\*\*Depending on the situation students are to sit on floor, keep students quiet OR evacuate the area.

## **FLOOD**

A. Immediate Danger to (District Office)

1. Students evacuate to District Office 2<sup>nd</sup> floor using Bomb Threat Procedure
2. Flood Threat (Close School Procedure)

## **MISSING STUDENT**

A. When a child is reported missing, the person receiving the call must notify the principal or assistant principal.

B. Note the time of the report and get a description of what the child was wearing.

C. Call all of the pull-out program instructors (Special Ed, ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.

D. Check the classrooms and restrooms to be sure the student is not on campus.

E. The principal or assistant principal may drive around the school area and check local businesses.

F. The secretary will call the parents and the police will be notified.

## **MISSING STUDENT DURING A DRILL**

A. Runner notifies secretary.

B. Secretary notifies Administrator or Designee.

C. Administrator/Designee assigns staff member to confirm absence and report back.

D. If student not found, authorities and parents notified.

## **SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS**

### **ADMIN/DESIGNEE**

- with Superintendent's direction initiates procedure
- initiates sign-out process
- coordinates bus pick
- monitors holding areas

### **TEACHER**

- take students to designated areas:
  - football field
- up hallway if raining
- supervise class until released by Admin./Designee
- release student to parent person with authorization form.

### **OFFICE STAFF**

- assist checking out students,
- bring check out materials and set up station:
  - football field
- (See staffing and procedures below for on-campus checkout)

### **CUSTODIAN/CLASSIFIED:**

- report to Admin./Designee

A. All students remain in classrooms

Parents notified by office staff to pick up students.

B. Parents pick up students at check-out area designated (in front of office or cafeteria/gym). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).

C. Runners will notify teachers to release students or teachers will be notified over intercom.

Needed at Checkout Station

Check Out

Calling

Runners

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Table, chairs	Darren	Lorie M.
Student Lists	Rebecca	Gayle
	Lori T.	Gay
	Linda	

### **Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that effect student/ staff performance such as a natural disaster, national crisis, assassination or personal tragedy such as suicide.

#### **Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

#### **Initial Actions to be Taken**

##### **Principal**

15. Receives initial report.
16. Verifies by calling family or the authorities.
17. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
18. Schedule an emergency staff meeting prior to the next school day.
19. Hires extra subs as needed.
20. Initiate phone tree to and email staff to notify of event and staff meeting.
21. Other principals would decide if their staff members should be notified.

**District Staff**

5. Contacts outside support professionals such as social workers and counselors.
6. Contacts district support professionals such as counselors and nurses.

**Superintendent**

7. Helps write a statement for the media.
8. Helps write a statement for the staff to read to students and to use for parent inquiries.
9. Fact sheet for the teachers.

**Actions to be Taken**

**Principal**

13. Identify room space for counseling or a quiet room.
14. Assign a staff member to monitor room.
15. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
16. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members
  - e. Secondary Grief Reactions
    - i. Students who have suffered recent deaths or losses
    - ii. Potential suicidal students
    - iii. Students who generally have trouble coping with crisis
17. Designate a Building Crisis Consultant
18. Designate a Family Liaison

**Emergency Staff Meeting – First Day**

**Principal**

21. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
22. Allow staff expression of grief.
23. Outline plans for the day.
24. Classes and all related activities will follow normal schedule. It may be necessary to extend homeroom to process with students.
25. During 1<sup>st</sup> period, principal will read a statement over the PA and/or teachers will read identical statements to their classes.

26. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
27. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
28. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
29. Any and all questions from the media should be redirected to the Media Liaison.
30. Hold an end of the day staff meeting to debrief, update and make further plans.

### **Teachers**

11. Present facts, dispel rumors, de-glorify death.
12. Teachers should briefly express their feelings to model appropriate response to grief.
13. Encourage students to help each other.
14. Postpone test if necessary.
15. Report the names of students who seem especially upset.

### **Building Crisis Consultant**

This person will be designated at the initial meeting and will take care of the following.

7. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
8. Suggests do's and don'ts as to how staff should respond.
9. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

### **DURING THE FIRST DAY**

17. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
18. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
19. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging

parents to discuss the death with their children and to inform the school if children are showing excessive reactions.

20. Media Liaison meets with radio, television and newspaper.
21. Family liaison meets with the family.
22. Make available numerous brochures on grieving.
23. Allow staff to share experiences of the day – what went well, what did not. Suggestions for day 2.
24. Identify all students / staff of great concern. Contact parents of the students.

## **2<sup>ND</sup> DAY OF CLASSES**

11. Extra support staff available to meet with students and staff especially those considered “At Risk”.
12. Family liaison visits family to see if they need anything and to and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
13. Principal shares updated information with staff as appropriate.
14. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).
15. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

## **AFTER SCHOOL STAFF MEETING**

11. Share the day’s experiences.
12. Counselor to report on at-risk students.
13. Report on family by liaison.
14. Report and discussion about funeral / memorial arrangements.
15. Clergy may also be present to comment.

## **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feeling before returning to classes. It may be helpful to have

counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

#### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

#### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression of the situation is under control.

9. Reviews and makes recommendations concerning the crisis plan before a crisis.
10. Attends a crisis meeting
11. Attends and presents information and suggestions at staff meetings.
12. In conjunction with the principal helps to conduct the parent / student / community meetings.

#### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be aware of all incident response activities and is the only person authorized to speak to the media.

#### **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain



contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

#### **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

7. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
8. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
9. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

**Please follow link to Board Policies which will include related legal references.**

#### **Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

#### **Policies regarding Suspension, Expulsion and Mandatory Expulsion**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/971166/>

#### **Procedures to Notify Teachers of Dangerous Pupils**

At CHS each teacher receives notice from the Principal or Vice Principal when there are students who need to be identified as dangerous or potentially violent. Records are kept of these students on the Student Data System. Staff is aware of the information and it is available for review.

#### **Sexual Harassment**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/839111/>

#### **School-wide dress code related to gang related apparel**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839344/>

### **Safe Routes to School**

The community has work with the schools to identify dangerous access point. Improvements have been to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

### **Policy to provide a safe and orderly environment conducive to learning**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/838983/>

### **Rules and procedures on school discipline**

<http://www.gamutonline.net/district/colusausd/displayPolicy/971166/>

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### **Colusa High School**

### **DISCIPLINE PLAN**

(Revised 2016)

### **DISCIPLINE PURSUANT TO THE EDUCATION CODE**

ISS = In School Suspension

OSS = Out of School Suspension

<b>ED CODE</b>	<b>OFFENSE</b>	<b>DISCIPLINARY ACTION:</b>	<b>DISCIPLINARY ACTION:</b>	<b>DISCIPLINARY ACTION:</b>
		<b>1st OFFENSE</b>	<b>2nd OFFENSE</b>	<b>ADDITIONAL OFFENSES</b>
§48900  (c)	<b><u>Alcohol</u></b>  Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.

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*§48900	<b><u>Alcohol/Drug Sale</u></b>  (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
<b>ED CODE</b>	<b>OFFENSE</b>	<b>DISCIPLINARY ACTION: 1st OFFENSE</b>	<b>DISCIPLINARY ACTION: 2nd OFFENSE</b>	<b>DISCIPLINARY ACTION: ADDITIONAL OFFENSES</b>
§48900  (a) §48900. §48900. §48915  (a) (1) §48915  (a) (5)	<b><u>Assault/Battery</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915	<b><u>Brandishing a Knife</u></b>  (c) Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		

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§48900 (b) *§48915 (c)	<b><u>Dangerous Objects</u></b>  Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance</u></b>  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.	1-5 ISS/OSS or alternative means of correction; required parent conference.	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.
§48901.	<b><u>Disruptive Devices</u></b>  Possession of disruptive devices (cell phones, radios or unapproved communication devices) without prior approval.	Confiscate device and return to student at the end of the day; 1 hour detention	Parent notification; confiscate device and return to student at the end of the day; Saturday School	Confiscate device and return to student at the end of the day; Parent notification; Saturday School/1-5 ISS
§48900	<b><u>Dress Code Violation</u></b>	Warning; Change into appropriate attire	1 hour of detention; Parent notification regarding 3 <sup>rd</sup> offense	Saturday School/ISS
§48900 (j)	<b><u>Drug Paraphernalia Sale</u></b>  Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.

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*§48915	<b><u>Drug Sale</u></b>	5 day OSS		Cumulative 4 yrs.
(c)	Unlawfully Selling a Controlled Substance	Mandatory expulsion; required parent conference; mandatory police report.		
§48900	<b><u>Drugs</u></b>	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
(c)	Unlawfully possessed or under the influence of any controlled substance.			
§48900				
(j)				
§48915				
(a) (3)				
§48900.	<b><u>Harassment</u></b>	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
	Intentional engagement in acts of harassment, threats or intimidation.			
§48900.	<b><u>Hate Violence</u></b>	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
	Caused or attempted to cause threatened to cause, or participated in any act of hate violence.			

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§48900 (m)	<b><u>Imitation Firearm</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (i)	<b><u>Profanity</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	Warning or alternative means of correction.	1 hour detention; Parent Notification	Saturday School or ISS; Parent Notification.
§48900 (k)	<b><u>Recording a Fight</u></b>	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification
§48900 (r. 1, 2 )	<b><u>Bullying Including Cyberbullying</u></b>	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (e) §48900 (g) §48900 (l) §48915 (a) (4)	<b><u>Robbery</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required.  Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.

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*§48900 (n) *§48915 (a)(4)	<b><u>Sexual Assault/Battery</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
<b>* = MANDATORY EXPELLABLE OFFENSES</b>				
ED CODE	OFFENSE	DISCIPLINARY ACTION:  1st OFFENSE	DISCIPLINARY ACTION:  2nd OFFENSE	DISCIPLINARY ACTION: ADDITIONAL OFFENSES
§48900.	<b><u>Sexual Harassment</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (l)	<b><u>Stolen Property</u></b>  Knowingly received stolen school property or private property.	1-5 day ISS/OSS and required parent conference; restitution; police notification	1-5 day OSS and required parent conference; police notification	5 day OSS. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.

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§48900 (g)	<b><u>Theft</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.
§48900 (h) §48901	<b><u>Tobacco</u></b>  Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.
§48340	<b><u>Truancy</u></b>  Cutting class/truancy (on campus).	2 hours of detention; student conference with administration; parent notification	2 <sup>nd</sup> and 3 <sup>rd</sup> Offense: Saturday School, student conference with administration, parent notification	4 <sup>th</sup> Offense: 1-3 days of ISS, student conference with administration, parent notification
§48900 (f)	<b><u>Vandalism</u></b>  Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.



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§48900	<b><u>Witness/Harassment</u></b>	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.
(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.			

**DISCIPLINE PURSUANT TO SCHOOL SITE RULES**

Penal Code §148.1	<b><u>Bomb Threat</u></b>  False bomb report	5 day OSS; recommended expulsion; required parent conference; mandatory police report.		
	<b><u>Cheating</u></b>  <b><u>Teacher Enforced</u></b>	Warning; Administrative communication;	Detention; parent conference;	Extended detention; possible ISS
	<b><u>Plagiarism</u></b>  <b><u>Administration Enforced</u></b>	ISS; 0 points, Parent Notification	1-5 days Extended ISS; 0 points; Parent Notification	1-5 days OSS and parent notification
	<b><u>Closed Campus</u></b>  Violation of closed campus policy.	Saturday School/ISS; required parent notification.	ISS or alternative; required parent notification.	1-3 days ISS/OSS; required parent notification.
	<b><u>Detention</u></b>  Failure to serve detention	Saturday School	1 day ISS or Saturday School, parent notification.	2 days ISS or Saturday School and parent notification.

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Penal Code §148.4	<b><u>False Fire Alarm</u></b>	1-5 days ISS/OSS; required parent conference; mandatory Fire Marshall report.	1-5 days OSS; Possible recommendation for expulsion; parent conference; mandatory police/Fire Marshall report.	
	<b><u>Gambling</u></b>	1 day ISS/OSS or alternative means of correction; parent notification.	2 day ISS/OSS; required parent conference.	3 day ISS/OSS; required parent conference.
	<b><u>Physical Contact</u></b>  Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference;	1-5 day OSS; required parent conference;
	<b><u>Saturday School</u></b>  Failure to serve Saturday School.	1 day ISS and/or additional Saturday School; Parent notification.	1-3 days ISS and/or Saturday School; Parent notification.	1-5 days ISS and/or Saturday School; Parent notification.
	<b><u>Incendiary Device</u></b>  Possession of firecrackers, cigarette lighter/matches, pepper spray or other materials capable of causing a fire.  Use of firecrackers, cigarette lighter/matches, or other materials capable of causing a fire.	1-5 day ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.	3-5 days ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.	5 days ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.

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	<b><u>Forgery</u></b>  Falsification of documentation.	1 day ISS/OSS or alternative means of correction; parent notification.	2 days ISS/OSS; parent conference required.	3 days ISS/OSS; parent conference required.
	<b><u>NETWORK POLICY</u></b>  <b><u>Violation of Network Acceptable Use Policy</u></b>	Loss of school wide computer privileges for 2 WEEKS	Loss of school wide computer privileges for 6 WEEKS	Loss of school wide computer privileges for REMAINDER OF SCHOOL YEAR.

**\* = MANDATORY EXPELLABLE OFFENSES**

Repeated referrals: Any student accumulating **8 or more referrals** during a school year will be referred to the Student Study Team for remediation and Behavior Contract or possible alternative placement.

# Colusa High School Evacuation Map



# In an Emergency

## Say it twice. Say it twice.



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
<b>Threat Outside</b>	<b>Lockout! Secure the Perimeter</b>
<b>Bomb</b>	<b>Evacuate to Egling Cafeteria</b> <b>Shelter for Bomb! Drop, Cover and Hold!</b>
<b>Earthquake</b>	<b>Shelter for Earthquake! Drop, Cover and Hold!</b> <b>Evacuate to south parking lot when shaking is over</b>
<b>Fire Inside</b>	<b>Evacuate to the south parking lot</b>
<b>Fire Outside</b>	<b>Shelter in Silence</b>
<b>Chemical Spill Outside</b>	<b>Shelter for Hazmat! And Seal</b>
<b>Intruder Inside</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>
<b>Intruder Outside</b>	<b>Lockout! Secure the Perimeter</b>
<b>Tornado</b>	<b>Shelter in the Hallway for Tornado</b> <b>Shelter! Drop, Cover and Hold!</b>
<b>Weapon</b>	<b>Lockdown! Locks, Lights, Out of Sight!</b>

DRAFT Public Address Protocol | Version 0.9.1 | 09/03/2009 | Revised: 09/21/2009 | John-Michael Keyes [jk@iloveguys.org](mailto:jk@iloveguys.org) | <http://iloveguys.org>



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## BOMB THREAT

Procedures for bomb threat are as follows:

1. Upon receipt of a bomb threat, the person answering phone should gather as much information as possible.

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

**Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

Why? \_\_\_\_\_

What is your name? \_\_\_\_\_

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE.**

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

Caller's Voice	Background Sounds:	Threat Language:
Accent	Animal Noises	Incoherent
Angry	House Noises	Message read
Calm	Kitchen Noises	Taped
Clearing throat	Street Noises	Irrational
Coughing	Booth	Profane
Cracking voice	PA system	Well-spoken
Crying	Conversation	
Deep	Music	
Deep breathing	Motor	
Disguised	Clear	
Distinct	Static	
Excited	Office machinery	
Female	Factory machinery	
Laughter		
Lisp		
Loud		
Male		

Other Voice Characteristics:

Nasal	Normal	Ragged	Rapid
Raspy	Slow	Slurred	Soft
			Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.
4. If Evacuation is announced:
  - a) The fire alarm bell will be sounded by the Administration.
  - b) Students are to leave the room by single file.
  - c) Students are to stay together and go to designated area.
  - d) Last person out of the room is to turn off the lights and shut the door. (DO NOT LOCK THE DOOR)
  - e) Teacher is to take roll book.
  - f) Teacher is to take students to designated area and immediately take roll.
  - g) Teacher is to have a written list of students that are not accounted for and their possible location.



- h) Teacher is to remain with class until the duration of the event.
  - i) Students are not to leave class/group at any time.
5. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

### **CHEMICAL SPILL**

#### **In the event a chemical spill occurs in the vicinity of CUSD Offices:**

1. All staff and students are to remain in the offices / classroom unless ordered to evacuate.
2. Close all doors, windows and shut off air and/or heating system. (Do not lock door.)
3. The school's power may be shut down, if deemed necessary. (Don't panic.)
4. Only use the telephone for communication with authorities directly in charge of event.

#### **In the event a chemical spill occurs within the classroom or building:**

1. Staff and students are to stay away from material spill. (Do not touch, step in, or track material.)
2. Staff and students should cover/close their mouths and noses with their shirt or a garment.
3. Staff and students are to leave the room by single file.
4. Staff and students are to stay together and go to designated emergency evacuation area.
5. Teacher is to notify Administration of spill.
6. **LOCK** the room where the spill occurred.
7. Teacher is to take roll book.
8. Teacher is to take students to designated area and immediately take roll.
9. Teacher is to have a written list of students who are not accounted for and their possible location.
10. Teacher is to remain with class for the duration of the event.
11. Students are not to leave class/group at any time.
12. A runner from the Administration will gather rolls.
13. Once the event/drill has been completed the teacher will be notified verbally and then the students will be escorted back to the classroom.

### **CRIME IN PROGRESS IN VICINITY OF SCHOOL/ POTENTIAL DANGER / WILD ANIMAL NEARBY**

Administrator will:

1. Send runners to announce Lockout! Secure the perimeter.
2. Staff should lock the door to the office / classroom. (Close any hallway doors.)
3. Staff pulls the shades/curtains in the office / classroom.
4. Students are not to be allowed to leave classroom during event.
5. Staff shall notify administration of any stranger seen on or around campus.
6. Do not use telephone except for calling administrators.
7. Runners will be used to notify building of an "all clear".

## EARTHQUAKE PROCEDURES

Staff and Students are to **drop** to the floor and climb under a desk, **hold** and **cover** their head at the first sign of an earthquake.

1. After the initial shock has subsided, staff and students are to evacuate the building in a single file line.
2. Staff and Students are to stay together and go to designated area, if safety permits.
3. Last person out of the room is to turn off the light and shut the door. (DO NOT LOCK THE DOOR.)
4. Teacher is to take roll book.
5. Teacher is to take students to designated area and immediately take roll.
6. Teacher is to have a written list of students who are not accounted for and their possible location.
7. Teacher is to remain with class through the duration of the event.
8. Students are not to leave class/group at any time.
9. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

## FIRE ALARM

### ADMIN/DESIGNEE

--initial signal

### TEACHER

--bring roll book and keys

### OFFICE STAFF

follow evacuation

Colusa Unified School District Emergency  
Operations Plan

---

- |  |  |
|--|--|
| --call 911                             | --do not lock doors, post all clear directions |
| --supervise evacuation                 | sign on door                                   |
| --handle any follow-up emergency needs | --lead students to designated area             |
| --signals all clear                    | --take attendance                              |
|  | --runner notifies Admin. Assist.               |

**CUSTODIANS**

- report to Admin. for further direction

**OTHER CLASSIFIED**

- report to Admin. for further directions

## **FIRE PROCEDURES**

**SIGNAL:**

The signal for a fire or fire drill will consist of a series of **short bells** lasting duration of the drill or event, if safe to do so, runners will also be sent to announce "Fire Inside; Evacuate to South Parking lot."

1. All School personnel and visitors must leave the building immediately.
2. Students should stop talking and working and evacuate the room.
3. Students are to follow the teacher out of the building in an orderly fashion.
4. Teacher is to take the roll book and immediately take roll at designated area.
5. A single runner should bring the names of missing students to the Administration in front of the school.
6. Teacher is to remain with the class for the duration of the event.
7. Students are not to leave the evacuation site for any reason.
8. Students and teacher may return to class after all clear bell sounds (one long bell ring).

## **INTRUDER ON CAMPUS**

If safe to do so, runners will be sent to announce "Lockdown: Locks, Lights, Out of Sight!". Staff should also use their discretion in determining the need to lockdown the District Office.

- ☐ Staff are to lock doors.
- ☐ Turn off the light.
- ☐ Pull curtains and/or shades if possible to do so without attracting attention.
- ☐ Students and staff are to get on the floor out of sight and sit still (motion will attract attention).
- ☐ Staff should make a list of everyone in the room. Make note of anyone who is typically present at the time, but not in the room.
- ☐ If possible to do so, record events, sounds, and the times they occurred.

- ☐ Everyone should remain quiet and still. Have everyone check that cell phones are silenced. Do not use cell phones – a flood of cell calls could overload the local system and interrupt communication between District staff and emergency responders. Students may text parents as long as the process is silent and the light from their phone would not alert an intruder.
- ☐ One adult should call 911.
- ☐ Drill/event will be concluded when an Administrator or a Police officer enters the room. Do not open the door to anyone.

Prepare to spend hours in lockdown. Although the events usually end quickly, the process of evacuating the site may take some time.

**FOLLOW INSTRUCTIONS** of the police officers aiding evacuation.

**Staff should use their discretion as to the best course of action in an emergency.**

Consider barricading doors using classroom / office furniture.

Consider evacuation through windows should a violent intruder be attempting to gain entry.

Consider “Active Resistance” (fighting back) if necessary.

Refer to the **Standard Reunification Protocol** for instructions on returning students to the care of their parents.

## **MISSING STUDENT/ABDUCTION**

1. When a student is reported missing from school, the person receiving the call must notify the Principal or Assistant Principal.
2. Document the time of the report, who was making the report, and take a description of what the student was wearing.
3. Check the campus, restrooms, library and gym to be sure the student is not on campus.
4. The Principal or Assistant Principal will drive around the school area and check local businesses.
5. The Admin. Assist. will call the parents and the police will be notified.
6. The Administrative Assistant will fill out the form for “missing student.”

## PARENTAL EMERGENCY INFORMATION

If school is canceled in the morning before school starts or bus routes run, parents and staff should:

- A. Tune your radio to one of the following stations for information:
  - i. KPPL 107.5 (530) 899-3600
  - ii. KALF 95.7 (530) 899-3600
  - iii. KRCX 99.9 (530) 858-1600
  
- B. Check the district home page:  
[www.colusa.k12.ca.us](http://www.colusa.k12.ca.us)
  
- C. Call your school
  - i. Burchfield Primary School – 458-5853
  - ii. Egling Middle School – 458-7631
  - iii. Colusa High School – 458-2156
  - iv. Colusa Alternative High School – 458-2232
  - v. Colusa Unified School District – 458-7791

If my student has already left for school, what should I do?

- A. Come to the school and pick up your student.
- B. Call the school

In the event of a violent incident at one of the school sites, parents should tune to the above radio stations, or check the district web site to obtain information about where they may pick up their students. The district may also utilize an automated calling system or the reverse 911 system to get information to parents after an incident. In most cases following a criminal incident, the students will be bused off site and reunified with parents in controlled atmosphere away from the crime scene.

Refer to the **Standard Reunification Protocol** for information on how the district will go about returning students to the care of their parents.

## SCHOOL CLOSURE/FLOOD EVACUATION PLAN

In the event that the schools are closed at any point due to safety or security reasons the following procedures are to be followed:

1. Runners will alert staff explaining the circumstances.
2. Students are to remain with teacher/class at that time.
3. There will be one check-out station set up at the south entrance to the building. An Administrator or teacher will oversee the process. Parents will be called and dismissal information logged before any student is released. No staff may leave until all students are returned to the care of their parents.

Student information is to be logged on a “Student Release Log Sheet” and used as the official attendance record. When approval has been obtained, Administrator will dismiss each student. Students whose parents cannot be reached are to remain under supervision of teacher/administrators. Repeated attempts will be made until parents are reached and/or permission given to leave school.

- ***In the event of immediate threat of flooding, staff and students are to evacuate to the second floor of the District Office Building.***

## EMERGENCY CONTACT LIST

Unless otherwise stated, all phone numbers have a 530 area code.

### ***School District Resources***

District security	Colusa Police Department	458-7777 / 911
Health services	Barbara Hankins, R.N.	458-7791
Fire & Ambulance	Colusa Fire Department	458-2133 / 911
Social Services	Health & Welfare Admin.	458-0250
District Administration	Dwayne Newman, Superintendent	458-7791 / 434.0178
National Weather Service		(916) 979-3051
Hospital	CRMC	458-5821

### ***Community Resources***

Child Protective Services	458-0280
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Crisis center	California Youth Crisis	(800) 843-5200
Mental Health Services		458-0526
Poison Control		(800) 222-1222
Rape Crisis Line		342-7273
Suicide prevention line		673-8255
Amber Foundation for Missing Children		(800) 541-0777

## District Office Evacuation Plan



## Appendix H: Standard Reunification Protocol [\(Return to Table of Contents\)](#)



### Colusa County Fairgrounds CUSD Emergency Parent / Student Reunification Procedure

If the need for a mass reunification arises:

1. CUSD staff calls fairgrounds CEO Jonathan Howard and informs him. Designated CUSD staff member acts as liaison between Fairgrounds staff and Incident Commander.
2. Fairgrounds staff shut and lock all gates except designated vehicle entry / exit points. Any parents who have arrived in advance should be directed to wait in parking areas.
3. Fairgrounds staff unlock doors to designated buildings.
4. CUSD personnel arrive at fairgrounds with pre-made reunification kits, tents, chairs, tables, etc. and set up.
5. CUSD personnel staff the designated vehicle entry and exit points as well as parent contact tables. They will also control parent access and direct parent foot traffic.
6. Official announcement released to public directing parents to Fairgrounds for reunification. (PD, SO, CHP direct traffic flow and assist with site security as designated by Incident Commander - direct parent traffic into designated parking areas, help maintain order at designated points.)
7. CUSD staff implement Standard Reunification Method - students safely returned to parent/guardian custody, and families' needs met.
8. When reunification is complete, actions operate in reverse to return Fairgrounds to regular operations.

Phone Numbers:
----------------

530.434.0178 Dwayne Newman

CUSD Superintendent

530.788.2673 Terry Biladeau

CUSD Maintenance, Operations and Transportation Director

530.501.0763 Jonathan Howard

Colusa County Fairgrounds CEO

530.330.9241 Doyle Shippelhoute

Colusa County Fairgrounds Maintenance Director



References:

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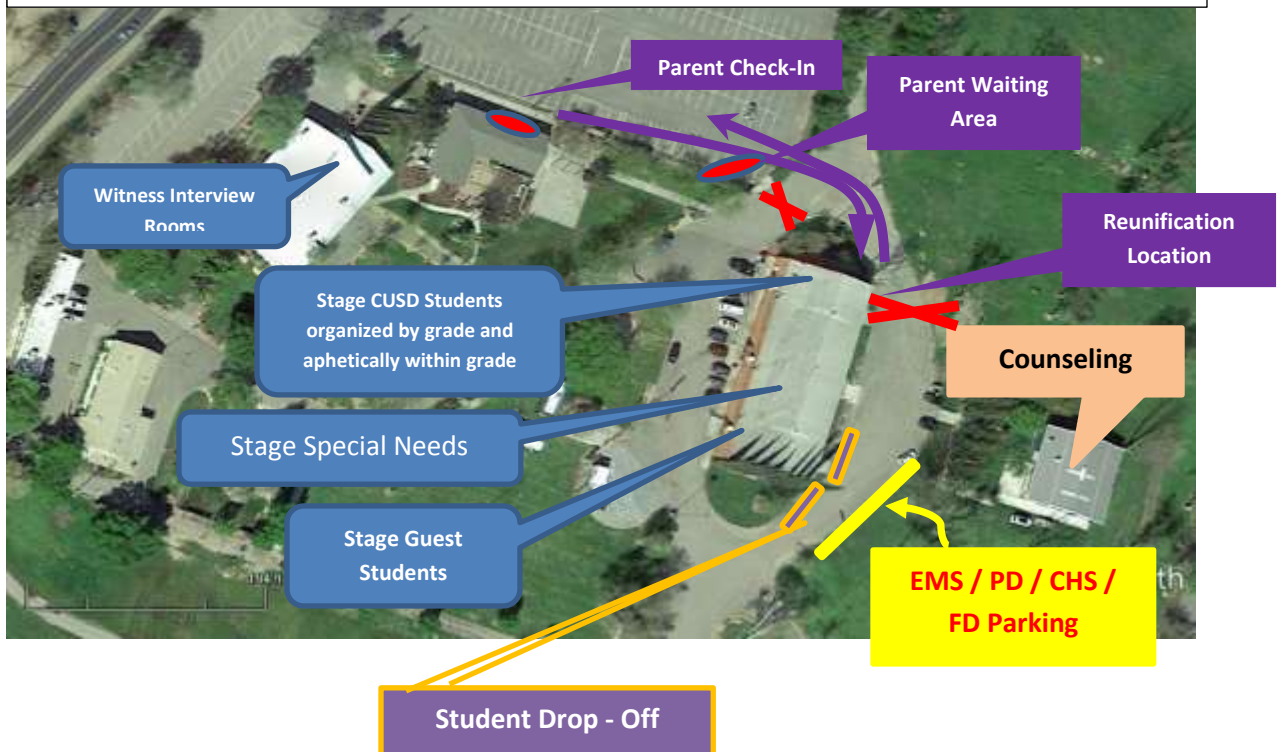
Standard Reunification Method:

[http://iloveguys.org/srm\\_guide.html](http://iloveguys.org/srm_guide.html)

Standard Response Protocol:

<http://iloveguys.org/srp.html>

## CUSD Parent / Student Reunification Plan



## Appendix I Public Information Procedures

[\(Return to Table of Contents\)](#)

### Public Information Officer Responsibilities

#### During the incident

- ☐ Keep updated on response activities, both at the DO and off-site programs/departments and the individual schools within the district
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of EOC Director/IC for all press releases/statements (*\*see Guidelines for Speaking to the Media*)
- ☐ Remind staff and volunteers to refer all questions from parents and/or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Section Activity Log
- ☐ Arrange for the translation of announcements and response-related information (*as needed*)
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the EOC Director/IC is aware of all media-related incidents

#### After incident is over:

- ☐ Release PIO staff and volunteers when directed by EOC Director/IC
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- ☐ Sign out with Liaison Officer and leave contact information in case you need to be reached

#### Equipment Needed:

- ☐ District Emergency Plan
- ☐ Vest and/or ID badge
- ☐ Hard hat/safety equipment
- ☐ AM/FM Radio (w/batteries)
- ☐ Walkie talkie/FRS
- ☐ Clipboard and paper
- ☐ Pens/Sharpies/Dry Erase Markers
- ☐ Scotch tape/masking tape/duct tape
- ☐ Scissors
- ☐ Site maps and regional/neighborhood maps
- ☐ List of Media Contacts
- ☐ Job Description Checklist
- ☐ List of schools within the district and contact information
- ☐ Newsprint or dry erase board and portable easel
- ☐ "Media Here" Sign
- ☐ Sample Press Release

- ☐ Section Activity Log
- ☐ Guidelines for Speaking to the Media
- ☐ Joint Information System for Schools

### Guidelines for Speaking to the Media

When speaking to the media about school related emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: MARCH 1, 2006

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE  
TO THE DOWNTOWN **Name of City** AREA

**FOR IMMEDIATE RELEASE**

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the **Name of City** area. There are no reports of injuries or damages available at this time. The public is asked to remain clear of the downtown area to allow emergency responders to access the area.

Schools within the district are instructed to call in to the **Name of District** Office to report any damage or injuries to their own buildings or their school sites following established reporting procedures.

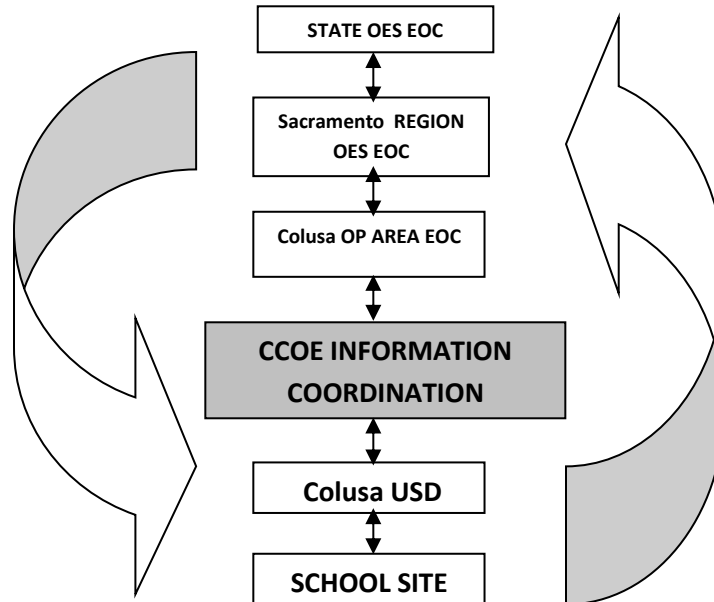
Due to the magnitude of the earthquake and the damage throughout the county, the Sonoma County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Op Area EOC Hotline at 565-3856.

Further details will be provided when available.

Next Scheduled Release: As needed

## JOINT INFORMATION SYSTEM (JIS) FOR SCHOOLS

*(Joint Information Center (JIC) at CCOE)*



### PROPOSED PROCESS:

1. Incident occurs at a school site
2. School communicates with their District Office
3. District Office (Superintendent/Designee) communicates with CCOE to provide information regarding situation and to report school closures, damages, injuries or deaths
4. CCOE will communicate with Schools' Rep in Colusa County Op Area EOC
5. Schools' Rep in Op Area EOC will coordinate information and maintain communication with CCOE
6. CCOE will maintain an up-to-date report on the incident status throughout the county
7. Colusa County Op Area EOC coordinate any response activities and will provide information to the public via the media

**\*NOTE:** If an incident occurs during non-school hours, District Superintendent or designee is responsible to call the County Superintendent of Schools at home (530) 458-2203. If Superintendent is not available, call Tina Maxwell, Executive Administrative Assistant (530) 458-2902.

If an incident occurs during school hours, District Superintendent or designee is to call CCOE at (530) 458-0350.

Other Information

[\(Return to Table of Contents\)](#)

APPENDIX J

RECORD OF PLAN CHANGES

Change Number	Date Change Approved	Name of person making the Change

APPENDIX J  
RECORD OF PLAN DISTRIBUTION

Date	Recipients	Delivery Method

**COLUSA UNIFIED SCHOOL DISTRICT**

745 Tenth Street  
Colusa, CA 95932  
(530) 458-7791 FAX (530) 458-4030

This Memorandum of Understanding (the Memorandum) is made on this December 15, 2016, by and between Colusa Unified School District, of 745 Tenth St. Colusa, California 95932, hereinafter referred to as District and Plaza Comunitaria Valentina, of 546 Sioc St. Colusa, Colusa, California 95932 hereinafter referred to as Plaza for the purposes of achieving the various aims and objectives relating to the Cien Amigos Community Services Project (the Project).

WHEREAS District and Plaza desire to enter into an agreement in which District and Plaza will work together to complete the Project;

AND WHEREAS District and Plaza are desirous to enter into a Memorandum of Understanding between them, setting out the working arrangements that each of the partners agree are necessary to complete the Project;

**Purpose**

The purpose of this Memorandum is to provide the framework for any future binding contract regarding the Cien Amigos Community Services Project between District and Plaza.

**Obligations of the Partners**

The Partners acknowledge that no contractual relationship is created between them by this Memorandum, but agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of the Project and to demonstrate financial, administrative and managerial commitment to the Project by means of the following individual services.

**Cooperation**

The activities and services for the Project shall include, but not limited to:

a. Services to be rendered by District include:

Free access to district facilities and equipment necessary to deliver the classes and experiences the Plaza desires to provide to the Hispanic community in Colusa, CA.

Services related to hiring and payroll for activities related to the Cien Amigos Grant, to include: Hiring and compensating, using Cien Amigo Grant funds, instructors for Adult English Language Classes, Adult Computer / Technology Classes, Nutrition, and other classes deemed appropriate by the Plaza.

Administrative support and consultation necessary to successfully deliver the desired classes/services.

Access to District purchasing procedures for procurement of equipment the Plaza desires to purchase outright.

b. Services to be rendered by Plaza include:

Write, and secure funding through the Cien Amigos Grant program in partnership with the Mexican Cultural Center of Northern California.

Provide the District with a list of expenditures for which the Plaza desires to use the Cien Amigos Grant funding, and explicit directions for use of any other additional funding secured.

Coordinate delivery of the classes or other activities, only after securing agreement of the District as to the specific time and date of activities which will occur on District property or utilize District equipment.

### **Resources**

The Partners will endeavor to have final approval and secure any financing necessary to fulfill their individual financial contributions at the start of the planning for the development of the Project.

a. District agrees to provide the following financial, material and labor resources in respect of the Project;

The District will provide access to existing buildings and equipment and cover inconsequential costs related to utilities and custodial maintenance of rooms or equipment used by the Plaza.

b. Plaza hereby agrees to provide the following financial, material and labor resources in respect of the Project

The Plaza will secure all grant funding to compensate instructors or purchase desired materials

The Plaza will make all arrangements for hiring of staff including interviewing, selection, and recommendation to the District of staff the Plaza wishes to utilize in delivering the listed classes.

### **Communication Strategy**

Marketing the vision and any media or other public relations contract should always be consistent with the aims of the Project and only undertaken with the express agreement of both parties. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to. Co-coordinated communications should be made with external organizations to elicit their support and further the aims of the Project.



**Liability**

No liability will arise or be assumed between the Partners as a result of this Memorandum.

**Dispute Resolution**

In the event of a dispute between the Partners in the negotiation of the final binding contract relating to this Project, a dispute resolution group will convene consisting of the Chief Executives of each of the Partners together with one other person independent of the Partners appointed by the Chief Executives. The dispute resolution group may receive for consideration any information it thinks fit concerning the dispute. The Partners agree that a decision of the dispute resolution group will be final. In the event the dispute resolution group is unable to make a compromise and reach a final decision, it is understood that neither party is obligated to enter into any binding contract to complete this project.

**Term**

The arrangement made by the Partners by the Memorandum shall remain in place from December 15, 2016 until June 30, 2017. The term can be extended only by agreement of all the Partners.

**Notice**

Any notice of communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

**Governing Law**

This Memorandum shall be construed in accordance with the laws of the State of California.

**Assignment**

Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

**Amendment**

This Memorandum may be amended or supplemented in writing, if the writing is signed by the party obligated under this Memorandum.

**Severability**

If any provision of this Memorandum is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Memorandum is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

**Prior Memorandum Superseded**

This Memorandum constitutes the entire Memorandum between the parties relating to this subject and supersedes all prior or simultaneous representations, discussions, negotiations, and Memorandums, whether written or oral.

**Understanding**

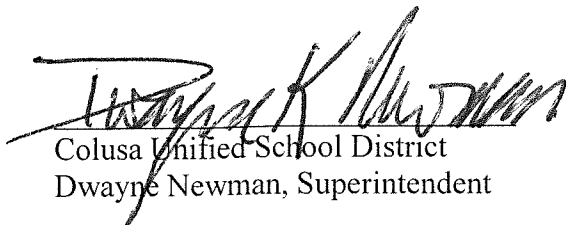
It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

- a. Each Partner will work together in a coordinated fashion for the fulfillment of the Project.
- b. In no way does this agreement restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.
- c. To the extent possible, each Partner will participate in the development of the Project.
- d. Nothing in this Memorandum shall obligate any Partner to the transfer of funds. Any endeavor involving reimbursement or contribution of funds between the Partners of this Memorandum will be handled in accordance with applicable laws, regulations and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the Partners involved and shall be independently authorized by appropriate statutory authority. This Memorandum does not provide such authority.
- e. This Memorandum is not intended to and does not create any right, benefit, or trust responsibility.
- f. This Memorandum will be effective upon the signature of both Partners.
- g. Any Partner may terminate its participation in this Memorandum by providing written notice to other Partner.


The following Partners support the goals and objectives of the Cien Amigos Community Services Project:

**Signatories**

This Agreement shall be signed on behalf of Colusa Unified School District by Dwayne Newman, Superintendent, and on behalf of Plaza Comunitaria Valentina by Hector Morales, Coordinator. This Agreement shall be effective as of the date first written above.



Colusa Unified School District  
Dwayne Newman, Superintendent



Plaza Comunitaria Valentina  
Hector Morales, Coordinator

# PLAZA COMUNITARIA VALENTINA

2/7/17

**To: Mr. D. Newman, CUSD Superintendent**

Dear Mr. D. Newman, I am sending this letter in order to request the distribution of the \$ 4000 Grant. Received by the Mexican Cultural Center, as described below, to which persons and assigned amount.

- 1.- \$500 dollars, For Sonia Rodríguez Nutrition Teacher
- 2.- \$500 dollars, to be left in the budget for future expenses for Plaza Comunitaria.
- 3.- \$3000 dollars, for Lara Kelleher ESL Teacher.



Héctor Morales  
Coord. Plaza Com. Valentina

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 17, 2017			BATCH 31
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
791	ADAM LABS	\$ 40.00	01	MOT	ASBESTOS TESTING
793	AIR SYSTEMS	\$ 13,957.60	01	DO	PROP 39 LIGHTING PAYMENT
804	ALHAMBRA	\$ 160.79	01	DO/MOT	WATER
794	CASCADE ATHLETIC SUPPLY	\$ 463.06	01	SPORTS	SUPPLIES
797	CCOE	\$ 199.86	01	DO	CALSTRS PENALTIES AND INTEREST
795	CREATIVE BUS SALES	\$ 110.00	01	MOT	BUS SUPPLIES
786	DANIELSEN CO	\$ 5,321.84	13	CAFET	FOOD
789	FRONTIER	\$ 12,518.99	01	ALL	DATA LINE/PHONE LINES
783	GENERAL PRODUCE	\$ 4,010.40	13	CAFET	FOOD
799	HIGHWAY 20 SIGNWORKS	\$ 145.13	01	BPS	SIGN
801	LEASA HILL	\$ 255.91	13	CAFET	REIMBURSE MILEAGE
800	JODY JOHNSTON	\$ 64.05	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
787	ASHLEY MARTINEZ	\$ 47.08	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
790	DWAYNE NEWMAN	\$ 239.21	01	DO	REIMBURSE MILEAGE
792	SHERYL PARKER	\$ 522.40	01	DO	REIMBURSE MILEAGE
784	RECOLOGY	\$ 290.99	01	MOT	DROP BOX
796	SPURR	\$ 8,481.65	01	ALL	NATURAL GAS BILLING
785	SUBWAY	\$ 302.10	95	CHS	FFA FIELD DAY
782	SUTTER UNION HIGH SCHOOL	\$ 350.00	01	SPORTS	BASEBALL ENTRY FEE
803	THREE B's TOILET RENTAL	\$ 214.50	01	ALL	PORTABLE TOILET RENTAL
798	ULINE	\$ 109.40	01	BPS	SUPPLIES
802	US BANK EQUIPMENT FINANCE	\$ 3,396.74	01	ALL	COPIER LEASES
RC44	US BANK CALCARD VISA	\$ 6,565.15	ALL	ALL	SEE ATTACHED
<b>TOTAL ALL FUNDS</b>		<b>\$ 57,766.85</b>			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 24, 2017			BATCH 32	
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION	
810	VERNON BADALUCO	\$ 228.80	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
812	SAMANTHA BROOKS	\$ 36.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
808	COLUSA COUNTY ELECTIONS DEPT	\$ 418.91	01	DO	ELECTIONS COST	
814	CREATIVE BUS SALES	\$ 217.78	01	MOT	TRANSPORTATION SUPPLIES	
816	ER CUSTOM VINYL	\$ 777.60	95	CHS	SHIRTS FOR ASB	
815	LUPE ESPINDOLA	\$ 35.34	01	DO	REIMBURSE FOR SUPPLIES PURCHASED	
807	MARIBEL HUGHES	\$ 43.60	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
805	SCHOLASTIC	\$ 102.71	01	BPS	READING MATERIALS	
811	SPORTSMEN DEN	\$ 6,818.90	95	CHS	ASB SUPPLIES	
813	SUTTER BUTTES COMMUNICATIONS	\$ 279.37	01	MOT	BUS RADIO QUARTERLY SERVICE	
809	LORI TANNER	\$ 74.93	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
RC45	US BANK CALCARD VISA	\$ 33,952.42	ALL	ALL	SEE ATTACHED	
806	DONNA WHYTE	\$ 3,850.00	01	BPS	WORSHOP CONSULTANT	
TOTAL ALL FUNDS		\$ 46,836.36				

# US BANK CALCARD VISA

Leasa Hill		RC45	FD	DESCRIPTION
16-Feb	C&C SMART FOOD51705655	\$1,260.45	13	CAFET FOOD
Jeremy Miller				
16-Feb	AMAZON.COM	\$292.55	01	TECH SUPPLIES
16-Feb	AMAZON.COM AMZN.COM/BILL	\$321.74	01	TECH SUPPLIES
13-Feb	AMAZON.COM AMZN.COM/BIL	\$42.01	01	TECH SUPPLIES
Sheryl Parker				
15-Feb	SCHOOL HEALTH CORP	\$729.69	01	NURSING SUPPLIES
13-Feb	AMAZON MKTPLACE PMTS	\$41.89	01	DO SUPPLIES
13-Feb	HILLYARD	\$7,622.25	01	MOT CUSTODIAL SUPPLIES
13-Feb	CLIMATE CONTROL	\$4,360.48	01	MOT HVAC REPAIRS
13-Feb	JWWOOD	\$371.38	01	MOT MAINTENANCE SUPPLIES
13-Feb	VERIZON WIRELESS	\$600.34	01	CELL PHONE BILLS DISTRICTWIDE
Nick Schantz				
14-Feb	AMAZON MKTPLACE PMTS	\$1,341.98	01	MOT SUPPLIES
Jody Johnston				
15-Feb	USPS PO 0517280932	\$217.00	01	EMS POSTAGE
13-Feb	SOUTHWES 5262486821864	\$233.94	01	TEACHER TO MATH CONFERENCE TEXAS
Ron Rogers				
9-Feb	HONDA YAMAHA SPORTS CENT	\$952.24	01	MOT VEHICLE/GATOR MAINTENANCE
Darren Brown				
16-Feb	FBLAPBL	\$540.00	95	FBLA REGISTRATOINS
16-Feb	STAGELIGHTINGSTORE	\$632.00	01	DRAMA CLASS SUPPLIES
15-Feb	COLLEGEBOARD*PRODUCTS	(\$225.00)	01	CREDIT FOR COUNSELING OFFICE
14-Feb	SPORTDECALS	\$908.75	95	CHS ASB SHIRTS
13-Feb	MY PERSONALIZED RIBBONS	\$214.93	95	CHS ASB SUPPLIES
9-Feb	AMAZON MKTPLACE PMTS	\$84.97	01	CHS SUPPLIES
9-Feb	AMAZON MKTPLACE PMTS	\$752.04	01	CHS SUPPLIES
9-Feb	APPERSON INC.	\$81.62	01	CHS SUPPLIES
9-Feb	TENNIS EXPRESS	\$1,354.00	01	CRAF TO REIMBURSE TENNIS EQUIP
8-Feb	SPORTABLE SCOREBOARDS	\$6,010.45	01	CRAF TO REIMBURSE SCOREBOARD
8-Feb	AMAZON MKTPLACE PMTS	\$29.00	01	CHS SUPPLIES
8-Feb	PAYPAL *FUNTRONIX	\$422.37	01	CRAF TO REIMBURSE SUPPLIES
7-Feb	J W PEPPER AND SON INC	\$0.07	01	CHS MUSIC SUPPLIES
7-Feb	J W PEPPER AND SON INC	\$102.15	01	CHS MUSIC SUPPLIES
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$93.50	95	FBLA MOTEL ROOMS
7-Feb	RED LION INN AND SUITES S	\$101.20	95	FBLA MOTEL ROOMS
6-Feb	OFFICE DEPOT 1135	\$26.80	01	CHS UPPLIES
1-Feb	AMAZON MKTPLACE PMTS	\$45.22	01	CHS SUPPLIES
Clair Toth				
26-Jan	AMAZON MKTPLACE PMTS	\$17.98	01	BPS SUPPLIES
Rosemary Hicks				
13-Feb	MARKETING360	\$228.45	01	BPS SUPPLIES
13-Feb	APPEAL-DEMOCRAT	\$734.49	01	BPS AD FOR K REGISTRATION
10-Feb	RLI*RENAISSANCE LEARN	\$472.50	01	BPS SUPPLIES
10-Feb	RLI*RENAISSANCE LEARN	\$1,826.50	01	BPS SUPPLIES
9-Feb	USPS PO 0517280932	\$245.00	01	BPS POSTAGE
27-Jan	SWEET BEANS BAKERY	\$21.99	01	BPS SUPPLIES
TOTAL		\$ 33,950.42	186 of 392	

# USBANK CALCARD VISA

Darren Brown

FUND DESCRIPTION

8-Feb	TCT*ANDERSON'S	\$247.90	95	CHS ASB SUPPLIES
8-Feb	QUILL CORPORATION	\$6.19	01	CHS SUPPLIES
8-Feb	QUILL CORPORATION	\$12.43	01	CHS SUPPLIES
6-Feb	QUILL CORPORATION	\$42.34	01	CHS SUPPLIES
7-Feb	JONES T-SHIRTS INC	\$217.50	01	CHS SUPPLIES
7-Feb	IN *SCHOOLINKS, INC.	\$1,000.00	01	CHS COUNSELING OFFICE SOFTWARE LICENSE
7-Feb	AMAZON MKTPLACE PMTS	\$10.85	01	CHS SUPPLIES
7-Feb	AMAZON MKTPLACE PMTS	\$251.80	01	CHS SUPPLIES
7-Feb	AMAZON MKTPLACE PMTS	\$13.91	01	CHS SUPPLIES
7-Feb	SIERRA FLOWERS	\$68.80	95	CHS ASB SUPPLIES
6-Feb	CHICAGO CANVAS AND SUPPLY	\$193.61	01	CHS SUPPLIES
6-Feb	TRIARCO ART, GTA, BENTON	\$78.36	01	CHS SUPPLIES
6-Feb	REGISTRATIONS FOR YOU	\$835.00	01	MATH CONFERENCE REGISTRATION
6-Feb	AMAZON MKTPLACE PMTS	\$27.99	01	CHS SUPPLIES
6-Feb	PAYPAL *WACKYBUTTON	\$63.81	95	CHS ASB SUPPLIES
6-Feb	OFFICEMAX/OFFICEDEPOT6177	\$30.02	01	CHS SUPPLIES
6-Feb	PRO TUFF DECAL, INC	\$69.87	95	CHS ASB SUPPLIES
6-Feb	WWWSUSPENSIONCONNECTIO	(\$261.77)	01	CREDIT FOR FRAUDULENT CHARGE
3-Feb	SKLZ	\$63.57	95	CHS ASB SUPPLIES

Jody Johnston

6-Feb	RLI*RENAISSANCE LEARN	\$635.53	01	EMS SUPPLIES
6-Feb	USPS PO 0517280932	\$40.18	01	EMS POSTAGE
7-Feb	AMAZON MKTPLACE PMTS	\$10.79	01	EMS SUPPLIES
2-Feb	AMAZON MKTPLACE PMTS	\$120.75	01	EMS SUPPLIES
2-Feb	AMAZON MKTPLACE PMTS	\$62.20	01	EMS SUPPLIES
3-Feb	COAST TO COAST COMPUTER P	\$833.99	01	EMS SUPPLIES

Terry Biladeau

6-Feb	AMAZON MKTPLACE PMTS	\$10.71	01	MOT SUPPLIES
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Sheryl Parker

6-Feb	FLORA FRESH	\$135.67	01	CHS FLORAL DESIGN SUPPLIES
6-Feb	CHILDREN	\$350.00	01	NURSING WORKSHOP REGISTRATION

Nick Schantz

6-Feb	AMAZON MKTPLACE PMTS	\$1,212.64	01	MOT SUPPLIES
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Bo Salazar

8-Feb	THE HOME DEPOT #1019	\$111.79	01	MOT SUPPLIES
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Zeba Hone

8-Feb	USPS PO 0517280932	\$24.40	01	DO POSTAGE
6-Feb	AMAZON MKTPLACE PMTS	\$27.99	01	DO SUPPLIES
6-Feb	AMAZON MKTPLACE PMTS	\$16.33	01	DO SUPPLIES

\$ 6,565.15

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MARCH 3, 2017			BATCH 33
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
839	ABS BUILDERS	\$ 25,000.00	01	CHS	LEAN TO FOR CHS AG BARN
835	CA ASSN FFA	\$ 1,320.00	95	CHS	FFA ENTRY FEES
821	CVT	\$ 111,575.75	01	DO	MARCH HEALTH INSURANCE
818	CCOE	\$ 16,167.00	01	DO	MARCH WORKERS COMP PREMIUMS
RC46	CUSD EMER FD-EDD	\$ 1,208.35	01	DO	SDI PAYMENT
RC46	CUSD EMER FD-SHANNON SCOFIELD	\$ 41.91	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC46	CUSD EMER FD-WYNDHAM JADE HOTELS	\$ 1,661.20	01	CHS	MATH CONFERENCE HOTEL ROOMS FOR 4 TEACHERS
RC46	CUSD EMER FD-MARCH OF DIMES	\$ 265.75	95	CHS	FBLA DONATION
RC46	CUSD EMER FD-YUBA COLLEGE	\$ 420.00	01	MOT	BUS DRIVER CLASS
RC47	CUSD EMER FD-US BANK CALCARD VISA	\$ 5,901.09	ALL	ALL	SEE ATTACHED
832	HIGHWAY 20 SIGNWORKS	\$ 490.20	01	MOT	SIGNS PRINTED
833	HOLT	\$ 7.81	01	MOT	SUPPLIES
834	ZEBA HONE	\$ 56.71	01	DO	REIMBURSE MILEAGE
825	INFINITE CAMPUS	\$ 1,950.00	01	DO	SOFTWARE TRAINING
829	INTERQUEST DETECTION CANINES	\$ 700.00	01	CHS	DRUG DOG VISIT
830	JEFF SAVAGE PLUMBING	\$ 840.00	01	MOT	PLUMBING REPAIRS
822	ERIC LAY	\$ 51.35	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
831	MERIDIAN DIESEL	\$ 392.00	01	MOT	BUS SERVICE
826	NASCO	\$ 266.03	01	BPS	SUPPLIES
823	PG&E	\$ 16,888.90	01	ALL	ELECTRIC BILLING
824	PIERCE JUSD	\$ 127.64	01	DO	SUB FOR BOARD WORKSHOP
828	READING OIL	\$ 748.46	01	MOT	FUEL FOR VEHICLES
836	SARAH RICHTER	\$ 208.89	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
838	SAMS CLUB	\$ 1,189.03	95	CHS	VOLLEYBALL CONCESSION SUPPLIES
817	SELOVERS PAINT AND BODY	\$ 65.00	01	MOT	VEHICLE REPAIR
827	SLIC CO OP	\$ 50.00	13	CAFET	MEMBERSHIP FEE
820	SPORTSMEN DEN	\$ 1,161.34	01	SPORTS	SUPPLIES
837	STANDARD INSURANCE	\$ 1,702.95	01	DO	INCOME PROTECTION PREMIUMS
819	WESTAMERICA BANK	\$ 27,522.33	01	DO	LONG TERM DEBT PAYMENT
TOTAL ALL FUNDS		\$ 217,938.69			



## COLUSA USD EMER FD - US BANK CALCARD VISA - CK5438

Leasa Hill

FD DESCRIPTION

21-Feb	AMAZON.COM	\$506.22	13	CAFET SUPPLIES
17-Feb	AMAZON MKTPLACE PMTS	\$494.25	13	CAFET SUPPLIES

Rosemary Hicks

17-Feb	ADVANTAGE IMAGING SUPPLY	\$1,366.22	01	BPS SUPPLIES
16-Feb	SAV-MOR FOODS#31	\$25.31	01	BPS SUPPLIES
15-Feb	RITE AID STORE - 6088	\$42.28	01	BPS SUPPLIES

Jeremy Miller

22-Feb	WESTIN SAN DIEGO	\$516.14	01	HOTEL FOR ILLUMINATE CONF
21-Feb	HOTELS.COM	(\$494.32)	01	CREDIT FOR CHANGE
20-Feb	HOTELS.COM	(\$505.68)	01	CREDIT FOR CHANGE
20-Feb	APL*APPLE ONLINE STORE	\$411.48	01	CHS TECH SUPPLIES
20-Feb	APL*APPLE ONLINE STORE	\$53.57	01	CHS TECH SUPPLIES
20-Feb	QUILL CORPORATION	\$51.42	01	TECH SUPPLIES
17-Feb	IN *SP CONTROLS, DOCERI	\$30.00	01	EMS TECH SUPPLIES
17-Feb	CDW GOVT #GWP4297	\$84.73	01	TECH SUPPLIES

Nick Schantz

21-Feb	AMAZON MKTPLACE PMTS	\$1,248.14	01	MOT MAINTENANCE SUPPLIES
20-Feb	LOWES #01933*	\$136.12	01	MOT MAINTENANCE SUPPLIES
20-Feb	THE HOME DEPOT #1019	\$151.94	01	MOT MAINTENANCE SUPPLIES

Zeba Hone

9-Feb	SAV-MOR FOODS#31	\$12.04	01	DO SUPPLIES
17-Feb	USPS PO 0517280932	\$6.31	01	DO POSTAGE

Darren Brown

20-Feb	HYATT HOTELS	\$960.12	01	MUSIC CONFERENCE HOTEL
20-Feb	HYATT HOTELS	\$84.83	01	MUSIC CONFERENCE HOTEL
20-Feb	AMAZON.COM	\$31.63	01	CHS SUPPLIES
20-Feb	WWW.REDBUBBLE.COM	\$69.54	01	CHS SUPPLIES
20-Feb	QUILL CORPORATION	\$482.46	01	CHS SUPPLIES
20-Feb	COCA-COLA REFRESHMENTS	\$136.34	01	CHS SUPPLIES

\$5,901.09

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MARCH 10, 2017			BATCH 34
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
867	ABS BUILDERS	\$ 11,287.00	01	CHS	LEAN TO FOR CHS AG BARN
842	AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY PREMIUMS
871	BEELER TRACTOR	\$ 519.66	01	MOT	MOWER REPAIR
846	TERRY BILADEAU	\$ 262.32	01	MOT	REIMBURSE MILEAGE
847	JILL BOEGER	\$ 98.14	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
864	CA ASSN FFA	\$ 1,320.00	95	CHS	FFA EVENT REGISTRATION
844	CASCADE ATHLETIC SUPPLY	\$ 213.88	01	SPORTS	SUPPLIES
848	CITY OF COLUSA	\$ 7,334.58	01	ALL	WATER, SEWER BILLING
865	COLUSA COUNTY FARM SUPPLY	\$ 753.52	01	MOT	GROUNDS SUPPLIES
RC48	CUSD EMER FD-US BANK CALCARD VISA	\$ 8,395.67	ALL	ALL	SEE ATTACHED
869	CREATIVE BUS SALES	\$ 1,054.38	01	MOT	BUS REPAIRS
859	CRYSTAL DAIRY	\$ 3,500.50	13	CAFET	FOOD
851	DAVIES OIL	\$ 1,661.70	01	MOT	FUEL FOR VEHICLES
876	FRONTIER	\$ 3,417.62	01	ALL	PHONE AND DATA LINES MONTHLY BILLING
843	HEARTLAND	\$ 1,950.00	13	CAFET	ANNUAL SOFTWARE SUPPORT
875	HIGWAY 20 SIGNWORKS	\$ 321.75	95	CHS	ASB SIGNS
841	LEASA HILL	\$ 300.92	13	CAFET	REIMBURSE FOR SUPPLIES PURCHASED
860	DR. ROBERT HOFFMAN	\$ 1,206.00	01	ALL	VISION SCREENING
854	LUCILLE IMHOFF	\$ 443.79	01	HMS	REIMBURSE MILEAGE
868	KELLEHER PAINT	\$ 385.83	01	MOT	MAINTENANCE SUPPLIES
856	COURTNEY LEMENAGER	\$ 139.76	01	BPS	REIMBURSE FOR TRAVEL EXPENSES
861	LES SCHWAB	\$ 96.47	01	MOT	VEHICLE SUPPLIES
840	ASHLEY MARTINEZ	\$ 412.29	01	BPS	REIMBURSE FOR TRAVEL EXPENSES
862	MITEL LEASING	\$ 1,792.38	01	ALL	PHONE SYSTEM LEASE
873	NORTHWOODWINDS	\$ 246.58	01	EMS	MUSIC INSTRUMENT REPAIR
853	KIM OLSON	\$ 99.39	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
857	TODD PETERS	\$ 2,490.00	95	CHS	FFA LAMBS
849	RECOLOGY	\$ 107.14	01	MOT	DUMP FEES
850	RECOLOGY	\$ 2,772.48	01	ALL	GARBAGE SERVICE
852	SHANNON SCOFIELD	\$ 62.01	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
863	SUPERIOR REGION FFA	\$ 150.00	95	CHS	FFA EVENT REGISTRATION
866	SUPERIOR TIRE SERVICE	\$ 272.65	01	MOT	TIRES
870	SUTTER BUTTES COMMUNICATIONS	\$ 311.40	01	MOT	BUS RADIO QUARTERLY SERVICE
872	ALDA TURGIEVA	\$ 1,105.74	01	CHS	PIANO ACCOMPANIST
RC49	US BANK CAL CARD VISA	\$ 5,318.42	ALL	ALL	SEE ATTACHED
855	MELISSA YERXA-ORTIZ	\$ 105.00	01	DO	REIMBURSE FOR SUPPLIES PURCHASED
858	YUBA SAFE AND LOCK	\$ 2,584.65	01	MOT	LOCK REPAIR/REPLACE
<b>TOTAL ALL FUNDS</b>		<b>\$ 62,841.27</b>			

US BANK CALCARD VISA

Leasa Hill

FD DESCRIPTION

28-Feb	AMAZON MKTPLACE PMTS	\$222.82	13	CAFET SUPPLIES
24-Feb	AMAZON MKTPLACE PMTS	\$117.96	13	CAFET SUPPLIES
23-Feb	AMAZON MKTPLACE PMTS	\$179.98	13	CAFET SUPPLIES
24-Feb	USPS PO 0557000963	\$4.33	13	CAFET POSTAGE

Jeremy Miller

27-Feb	AMAZON MKTPLACE PMTS	\$1,095.58	01	TECH SUPPLIES
27-Feb	AMAZON MKTPLACE PMTS	\$136.00	01	TECH SUPPLIES
24-Feb	WESTIN SAN DIEGO	\$396.93	01	TECH HOTEL FOR WORKSHOP
24-Feb	WESTIN SAN DIEGO	\$516.14	01	TECH HOTEL FOR WORKSHOP

Terry Biladeau

24-Feb	STAPLES 00102863	\$382.61	01	MOT OFFICE SUPPLIES
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Clair Toth

27-Feb	TARGET 00003186	\$27.79	01	BPS SUPPLIES
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Sheryl Parker

27-Feb	USPS.COM CLICKNSHIP	\$23.75	01	DO SUPPLIES
24-Feb	CDW GOVT #GZC9058	\$353.93	01	EMS TECH SUPPLIES

Nic Schantz

24-Feb	AMAZONPRIME MEMBERSHIP	\$106.18	01	CHARGE IN ERROR WILL BE CREDITED
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Bo Salazar

1-Mar	AMAZON MKTPLACE PMTS	\$288.50	01	MOT SUPPLIES
27-Feb	LOWES #01933*	\$552.11	01	MOT MAINTENANCE SUPPLIES

Zeba Hone

1-Mar	USPS PO 0517280932	\$6.10	01	DO POSTAGE
27-Feb	DAVISON DRUG 00150169	\$22.30	01	DO SUPPLIES
27-Feb	SUBWAY 00108084	\$36.00	01	DO SUPPLIES
24-Feb	SAV-MOR FOODS#31	\$64.79	01	DO SUPPLIES

Darren Brown

27-Feb	STAPLS6921585881000	\$49.27	01	CHS SUPPLIES
27-Feb	SPORTDECALS	\$667.74	95	CHS ASB SHIRTS
24-Feb	TRIARCO ART, GTA, BENTON	\$67.61	01	CHS SUPPLIES

\$5,318.42

## COLUSA USD EMER FD - US BANK CALCARD VISA - CK5438

Rosemary Hicks

FD DESCRIPTION

7-Feb	NO TEARS LEARNING INC	\$286.09	01	BPS SUPPLIES
6-Feb	LAKESHORE LEARNING MATER	\$747.53	01	BPS SUPPLIES
6-Feb	LAKESHORE LEARNING MATER	\$221.47	01	BPS SUPPLIES
6-Feb	LAKESHORE LEARNING MATER	\$812.96	01	BPS SUPPLIES
Jeremy Miller				
10-Feb	AMAZONPRIME MEMBERSHIP	\$106.18	01	CHARGE IN ERROR WILL BE CREDITED

Sheryl Parker

20-Feb	ARC*SERVICES/TRAINING	\$108.00	01	FIRST AID CLASSES
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Darren Brown

17-Feb	AMERICANBARBELLS	\$6,113.44	01	CRAF TO PAY FOR BARBELLS WEIGHT RM
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\$8,395.67

## Community Relations

AR 1340(a)

### ACCESS TO DISTRICT RECORDS

#### Definitions

Note: Pursuant to Government Code 6252, a "public record" includes any writing that relates to district business as defined below.

Emails discussing district business are considered public records. However, the law is unclear as to whether emails discussing district business sent from an employee's or Governing Board member's home computer or personal digital assistant would be considered a public record that is "retained in the normal course of business" and thus subject to disclosure. **Although an appellate court ruled that the California Public Records Act does not require public access to communications by public officials using exclusively private cell phones or email accounts, the case has been appealed to the California Supreme Court.** If a district receives a request for such records, legal counsel should be consulted, as appropriate. See BB 9012 - Board Member Electronic Communications.

*Public records* include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

*Writing* means any handwriting, typewriting, printing, photostating, photographing, **photocopying**, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

*Member of the public* means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment. **(Government Code 6252)**

#### Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations

3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)  
(cf. 9324 - Minutes and Recordings)
6. Meeting agendas (Government Code 54957.5)  
(cf. 9322 - Agenda/Meeting Materials)
7. Official communications between the district and other government agencies
8. School-based program plans (Education Code 52850)  
(cf. 0420 - School Plans/Site Councils)
9. Information and data relevant to the evaluation and modification of district plans  
(cf. 0440 - District Technology Plan)  
**(cf. 0460 - Local Control and Accountability Plan)**  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)
10. Initial proposals of exclusive employee representatives and of the district  
(Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

**11. Records pertaining to claims and litigation against the district which have been adjudicated or settled**

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code  
(Government Code 81008)

(cf. 9270 - Conflict of Interest)

**13. Documents containing names, salaries, and pension benefits of district employees**

**1314. Employment contracts and settlement agreements (Government Code 53262)**

(cf. 2121 - Superintendent's Contract)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

(cf. 4141/4241 - Collective Bargaining Agreement)

**15. Instructional materials including, but not limited to, textbooks (Education Code 49091.10 64 Ops. Cal. Atty. Gen. 186 (1981))**

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Governing Board members shall have the ability to access public records permitted by law in the administration of their duties or open to inspection by members of the public. Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

The Superintendent or designee shall ensure that any public record containing personal information is redacted to ensure that such information is not disclosed to the public. When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, or social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record is not disclosed to the public. (Government Code 6254.29, 6254.3)

### Confidential Public Records

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

AR 1340(e)

### ACCESS TO DISTRICT RECORDS (continued)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))
3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

The home addresses, home telephone numbers, personal cell phone numbers, or birthdate of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, **except that the home address and any telephone number for an** ~~unless the~~ employee **who** performs law enforcement-related functions, **or the birth date of any employee, or requests in writing that the information shall** not be disclosed

**Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.**

*(cf. 4140/4240/4340 - Bargaining Units)*

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

**4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law**

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

*(cf. 5125.3 - Challenging Student Records)*

**5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)**

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

**6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction**



contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

- 7.** Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)
- 8.** Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources, **except when disclosure is to a person acting within the scope of his/her duties in the administration of the library, to a person authorized in writing by the individual to whom the records pertain, or by court order** (Government Code 6254, 6267)

*(cf. 6163.1 - Library Media Centers)*

- 9.** Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

*(cf. 9124 - Attorney)*

- 10.** Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

*(cf. 0450 - Comprehensive Safety Plan)*

- 11.** Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

*(cf. 9223 - Filling Vacancies)*

- 12.** Minutes of Board meetings held in closed session (Government Code 54957.2)

*(cf. 9321 - Closed Session Purposes and Agendas)*

- 13.** Computer software developed by the district (Government Code 6254.9)

- 14.** Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

- 15.** Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

*(cf. 5141.6 - School Health Services)*

**16.** Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

16. **Any other r**Records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

### **Inspection of Records and Requests for Copies**

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

**In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)**

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

### **Assistance in Identifying Requested Records**

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(11/08 11/11) 12/16

H.13.b.

## **Business and Noninstructional Operations**

BP 3311(a)

### **BIDS**

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

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

*(cf. 3000 - Concepts and Roles)*

*(cf. 3230 - Federal Grant Funds)*

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)*

*(cf. 3311.2 - Lease-Leaseback Contracts)*

*(cf. 3311.3 - Design-Build Contracts)*

*(cf. 3311.4 - Procurement of Technological Equipment)*

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements **regarding contracting after for** competitive bidding. (Public Contract Code 20116, **22033**)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders **and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20104 on the basis of a completed questionnaire and financial statements.**

(cf. 9270 - Conflict of Interest)

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describes in appropriate detail the quality, delivery, and service required, and includes all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law and specified in the administrative regulation, contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies any personal property to the extent authorized by law. (Public Contract Code 20118)

~~For use in contracting for public works projects, the Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the required cost accounting procedures and the informal bidding procedures when allowed by law. The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures. [MOVED TO BP 3111.1 - UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES]~~

*Legal Reference:*

EDUCATION CODE

17070.10-17079.30 *Leroy F. Greene School Facilities Act*

17250.10-17250.55 *Design-build contracts*

17406 *Lease-leaseback contracts*

17595 *Purchase of supplies through Department of General Services*

17602 *Purchase of surplus property from federal agencies*

38083 *Purchase of perishable foodstuffs and seasonable commodities*

38110-38120 *Apparatus and supplies*

39802 *Transportation services*

**BUSINESS AND PROFESSIONS CODE**

**7056 General engineering contractor**

**7057 General building contractor**

CODE OF CIVIL PROCEDURE

446 *Verification of pleadings*

GOVERNMENT CODE

4217.10-4217.18 *Energy conservation contracts*

4330-4334 *Preference for California-made materials*

6252 *Definition of public record*

53060 *Special services and advice*

54201-54205 *Purchase of supplies and equipment by local agencies*

PUBLIC CONTRACT CODE

1102 *Emergencies*

**1103 Definition, responsible bidder**

2000-2002 *Responsive bidders*

3000-3010 *Roofing projects*

3400 *Bids, specifications by brand or trade name not permitted*

3410 *United States produce and processed foods*

**4113 Prime contractor; subcontractor**

6610 Bid visits

12200 Definitions, recycled goods, materials and supplies

20101-20103.7 Public construction projects, requirements for bidding

20103.8 Award of contracts

~~20107 Bidder's security~~

20110-20118.4 ~~Contracting by school districts~~ **Local Agency Public Construction Act; school districts**

20189 Bidder's security, earthquake relief

~~22002 Definition of public project~~

~~2203022000-22045~~ Alternative procedures for public projects (UPCCAA)

~~22050 Alternative emergency procedures~~

22152 Recycled product procurement

**COURT DECISIONS**

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739

Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425

Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241

Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d 449

City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7 Cal.3d 861

**ATTORNEY GENERAL OPINIONS**

89 Ops.Cal.Atty.Gen. 1 (2006)

**Management Resources:**

**CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION PUBLICATIONS**

Cost Accounting Policies and Procedures Manual

Frequently Asked Questions

**WEB SITES**

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of General Services: <https://www.dgs.ca.gov>

California Uniform Construction Cost Accounting Commission:

[http://www.sco.ca.gov/ard\\_cuccac.html](http://www.sco.ca.gov/ard_cuccac.html)

**Business and Noninstructional Operations**

AR 3311(a)

**BIDS**

Note: Pursuant to Government Code 54202, districts are **mandated** to establish bidding procedures governing the purchase of equipment and supplies, as specified in ~~4~~. The following administrative regulation reflects the competitive bidding procedures applicable to these purchases, as well as contracts for certain services, public works projects, and repairs and maintenance, when the contract exceeds the amount specified in law.

An alternative procedure for public works projects is provided pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which allows public projects of \$45,000 or less to be performed by district employees and public projects of \$175,000 or less to be awarded through an informal bidding process. See BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures. Districts that have adopted the UPCCAA procedures should modify the following regulation to delete or revise conflicting provisions related to contracts for public works. Also see AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, and AR 3311.4 - Procurement of Technological Equipment for procedures applicable to those contracts.

**Advertised/Competitive Bids**

The district shall advertise for ~~competitive bids~~ any of the following: (Public Contract Code 20111)

1. ~~when any A~~ public project contract ~~that~~ involves an expenditure of \$15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a district owned, leased, or operated facility

~~Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)~~

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

(cf. 3311.2 - Lease-Leaseback Contracts)

(cf. 3311.3 - Design-Build Contracts)

2. ~~The district shall also advertise for competitive bids when a~~ A contract ~~that~~ exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Public Contract Code 20111)

- 1.a. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district

(cf. 3230 - Federal Grant Funds)

(cf. 3311.4 - Procurement of Technological Equipment)

- 2.b. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters



**3.c.** Repairs that are not a public project, including maintenance

*Maintenance* means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

### **Instructions and Procedures for Advertised Bids**

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. **The district may accept a bid that has been submitted electronically or on paper.** (Public Contract Code 20112)

(cf. 1113 - District and School Web Sites)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify **in writing** the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover. **The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20111, 20112)**

**The bid and shall be accompanied by one of the following a forms of bidder's security, including either cash, a cashier's check payable to the district, a certified check made payable to the district, or a bidder's bond executed by an admitted surety insurer and made payable to the district.÷ The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no**



**event later than 60 days after the bid is awarded.** (Public Contract Code ~~20107,~~ 20111, **20112**)

a. ~~Cash~~

b. ~~A cashier's check made payable to the district~~

c. ~~A certified check made payable to the district~~

d. ~~A bidder's bond executed by an admitted surety insurer and made payable to the district~~

~~The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)~~

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #6a below shall be used. (Public Contract Code 20103.8)
  - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
  - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
  - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being

revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. **In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by from responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.** ~~in determining the lowest bid.~~

a. ~~When a bid is disqualified as determined to be nonresponsive based on district investigation or other information not obtained from the submitted bid,~~ the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the ~~information~~ **determination.**

b. **When the lowest bidder is determined to be nonresponsive, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.**

8. ~~Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.~~

- 9.8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

10. ~~When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.~~

## **Prequalification Procedure**

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized ~~proposal form~~ **prequalification questionnaire and financial record** which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: ~~(Education Code 17406, 17407;~~ Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in **Public Contract Code 4113 or the** Business and Professions Code **4113**, 7056, or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.
2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

### **Award of Contract**

The district shall award each contract to the lowest responsible bidder, except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of **a** students who **are is** to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

*(cf. 3311.2 - Lease-Leaseback Contracts)*

- 4.5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with the section "Design-Build Contracts" below **Education Code 17250.20**, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

*(cf. 3311.3 - Design-Build Contracts)*

### **Protests by Bidders**

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

~~Alternative Bid Procedures for Technological Supplies and Equipment~~ [SECTION MOVED TO NEW AR 3311.4]

~~Design-Build Contracts~~ [SECTION MOVED TO NEW AR 3311.3]

### **Limitation on Use of Sole Sourcing**

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code **3002**, 3400)

1. Does not directly or indirectly limit bidding to any one specific concern
2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or **request for proposal (RFP)**, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

## Bids Not Required

Note: The following paragraph lists those items that may be purchased through a "piggybacked" bid; see the accompanying Board policy. Many districts have used the piggyback procedure to purchase portable and relocatable buildings. The Attorney General has opined (89 Ops.Cal.Atty.Gen. 1, 2006) that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. However, this opinion does not apply to typical portable or relocatable single-classroom buildings, because they lack a permanent foundation and building mobility. Districts considering using the piggyback process for relocatables, portables, modulars, and the like should consult district legal counsel. While Attorney General opinions are not binding, they are often given deference by the court and may also be considered by the State Allocation Board when making funding decisions.

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and

make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

*(cf. 3300 - Expenditures and Purchases)*  
*(cf. 3512 - Equipment)*

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district **and meet the cost effectiveness requirements specified in Government Code 4217.12**. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost **and savings** comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

*(cf. 3511 - Energy and Water Management)*  
*(cf. 9320 - Meetings and Notices)*

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6163.1 - Library Media Centers)*

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

*(cf. 3517 - Facilities Inspection)*

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

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**Business and Noninstructional Operations**

BP 3311.1(a)

**UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES**

**In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner.** ~~For use in contracting for public works projects, t~~The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including **the required cost accounting procedures and** the informal bidding procedures when allowed by law.

*(cf. 3311 - Bids)**(cf. 7110 - Facilities Master Plan)*

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

**No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)**

**Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)**

**Emergency Actions**

~~In cases of emergency w~~When **formal bids are required by law but an emergency necessitates immediate** repair or replacements ~~are necessary~~, the Board may, **upon a four-fifths vote of the Board**, proceed ~~at once~~ to replace or repair a facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts, ~~in accordance with the contracting procedures in Public Contract Code 22050~~. The work may be done by day labor under the direction of the Board and/or contractor. **The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)**

*(cf. 9323.2 - Actions by the Board)**Legal Reference:*PUBLIC CONTRACT CODE1102 Definition of emergency**20110-20118.4 Local Agency Public Construction Act; school districts**22000-22020 *California Uniform Construction Cost Accounting Commission*22030-22045 *Alternative procedures for public projects (UPCCAA), especially:*



22032 *Applicability of procedures based on amount of project*  
22034 *Informal bidding procedure*  
22035 *Emergency need for repairs or replacement*  
22037-22038 *Formal bidding procedures for projects exceeding \$175,000*  
22050 *Alternative emergency procedures*

*Management Resources:*

*CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION PUBLICATIONS*  
*Cost Accounting Policies and Procedures Manual*  
*Frequently Asked Questions*  
*WEB SITES*

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

California Uniform Construction Cost Accounting Commission:

[http://www.sco.ca.gov/ard\\_cuccac.html](http://www.sco.ca.gov/ard_cuccac.html)

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**Business and Noninstructional Operations**

AR 3311.1(a)

**UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES**

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of \$45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)
2. Contracts for public projects of \$175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)
  - a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.
  - b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to ~~one or both of the following: (1) to~~ all contractors on the district's list for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due. **In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids (2) To** all construction trade journals identified pursuant to Public Contract Code 22036.
  - c. The district shall review the informal bids and award the contract, except that:
    - (1) If all bids received through the informal process are in excess of \$175,000, the contract may be awarded to the lowest responsible bidder, provided that the **Governing** Board adopts a resolution with a



four-fifths vote to award the contract at \$187,500 or less and the Board determines the district's cost estimate ~~was~~ **is** reasonable.

- (2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.
3. Public projects of more than \$175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)
  - a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:
    - (1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.
    - (2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

- b. The district shall award the contract as follows:
        - (1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.
        - (2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.
        - (3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

**Business and Noninstructional Operations**

AR 3311.2(a)

**LEASE-LEASEBACK CONTRACTS**

Upon a determination that it is in the best interest of the district and without advertising for bids, the Board **The district** may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). **(Education Code 17406)**

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*

*(cf. 3312 - Contracts)*

**Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. To make this determination, the district shall use the following procedures: (Education Code 17400, 17406)**

- 1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:**
  - a. An estimate of the project's price**
  - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed**
  - c. The key elements of the contract to be awarded**
  - d. A description of the format that proposals shall follow and the elements they shall contain**
  - e. The standards the district will use in evaluating proposals**
  - f. The date on which proposals are due**
  - g. The timetable the district will follow in reviewing and evaluating proposals**
- 2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:**
  - a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112**



Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

**7. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.**

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code ~~17406~~, 17407.5)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

(cf. 9124 - Attorney)

*Legal Reference:*

EDUCATION CODE

17400 Definitions

17406 Lease-leaseback contract

17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

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**Business and Noninstructional Operations**

AR 3311.3(a)

**DESIGN-BUILD CONTRACTS**

**H.13.e.**

~~When it is in the best interest of the district, t~~The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

**Design-build documents shall not include provisions for long-term project operations, but** ~~The documents may include operations during a training or transition period, but shall not include long-term operations for a project.~~ (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, **17250.35**)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:

- a. ~~t~~The size, type, and desired design character of the project;
- b. ~~p~~Performance specifications **that** covering the quality of materials, equipment, **and** workmanship
- c. Preliminary plans or building layouts
- d. ~~a~~Any other information deemed necessary to describe adequately the district's needs;

~~The documents may include operations during a training or transition period, but shall not include long-term operations for a project.~~ The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction **experience-expertise**, acceptable safety record, and all other non-price-related factors

- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. ~~(Education Code 17250.25)~~

3. The district shall prepare a request for proposals **(RFP)** that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The ~~request for proposals~~ **RFP** shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method **for a project**, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.
4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
5. For those projects utilizing best value as a selection method, the following procedures shall be used:
  - a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
  - b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
  - c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.

- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

*Legal Reference:*

EDUCATION CODE

17250.10-17250.55 Design-build contracts

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>

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H.13.f.

**Business and Noninstructional Operations**

AR 3311.4(a)

**PROCUREMENT OF TECHNOLOGICAL EQUIPMENT**

Rather than seek competitive bids, the district may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for ~~construction or for the procurement of~~ any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

(cf. 0440 - District Technology Plan)

(cf. 3230 - Federal Grant Funds)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

~~The competitive negotiation process shall include, but not be limited to, the following requirements:~~ **Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures:** (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.

3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources, and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The **Governing** Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, **with considering** price and all other factors **considered**.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.
8. The Board, at its discretion, may reject all proposals and request new RFPs.
- 9.** Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. (Public Contract Code 20118.2)

*Legal Reference:*

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

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H.13.g.

## **Business and Noninstructional Operations**

AR 3543(a)

## **TRANSPORTATION SAFETY AND EMERGENCIES**

**Cautionary Notice:** Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of **2015 (AB 93, Ch. 10, Statutes of 2015) 2016 (SB 826, Ch. 23, Statutes of 2016)** extends the suspension of these requirements through the **2015-16 2016-17** fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is



in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment **listed specified** in 13 CCR 1215, **including The report shall indicate** any defect or deficiency discovered by or reported to **him/her the driver** which would affect safe operation or result in mechanical breakdown of the bus, or, **indicating that if** no defect or deficiency was discovered or reported, **shall so indicate**. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

~~In the event of a school bus accident, the driver shall immediately notify the California Highway Patrol, the Superintendent or designee, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)~~ [MOVED DOWN]

~~The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.~~ [MOVED DOWN]

~~(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)~~

## Passenger Restraint Systems

Note: Pursuant to Vehicle Code 27316 and 27316.5, any school bus or student activity bus purchased or leased for use in California must be equipped with a passenger restraint system if the bus was manufactured on or after the dates specified in law, as described below. Although it is the manufacturer's responsibility to

ensure installation of appropriate passenger restraint systems, the district should be aware that buses manufactured or purchased from outside California may need to be modified to comply with the state's requirements. In addition, according to the California Department of Education's (CDE) Passenger Restraints Frequently Asked Questions, districts may, but are not required to, retrofit older school buses with passenger restraint systems **with the original equipment manufacturer's approval**. In determining whether to retrofit buses, the CDE recommends that districts consider the age of the bus, the total cost of the retrofit, and the required reinspection of the bus by the California Highway Patrol.

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
  - a. Is designed for carrying 16 or fewer passengers and the driver

- b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

### **Fire Extinguishers**

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

### **Electronic Communications Devices**

A bus driver ~~shall not drive~~ **is prohibited from driving** a school bus or student activity bus while using a wireless telephone ~~except under the following conditions: (Vehicle Code 23123, 23125)~~ **or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)**

1. ~~When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving~~
2. ~~For emergency purposes, including, but not limited to, a call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity~~
3. ~~For work-related purposes~~

*(cf. 3513.1 - Cellular Phone Reimbursement)*

Note: Vehicle Code 23123.5 generally prohibits any person from driving a motor vehicle while using an electronic wireless communications device for text based communication. AB 1536 (Ch. 92, Statutes of 2012) amended Vehicle Code 23123.5 to add an exception for the use of voice operated and hands free operation of an electronic wireless communications device. At its discretion, the district may establish conditions that are more restrictive than law and should revise the following paragraph accordingly.

~~A bus driver shall not drive while using an electronic wireless communications device to write, send, or read a text based communication, including, but not limited to, text messages, instant messages, and email, unless the device is specifically designed and configured to allow voice operated and hands free operation and is used in that manner. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)~~

### **Safe Bus Operations**

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

### **Unauthorized Entry**

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

*(cf. 3515.2 - Disruptions)*

### **Transportation Safety Plan for Boarding and Exiting Buses**

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall **include address** all of the following: (Education Code 39831.3)

1. **Procedures for d**Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112

2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. ~~Procedures for b~~Boarding and exiting a school bus at a school or other trip destination

**4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus**

**Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.**

**5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus**

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol **(CHP)**. (Education Code 39831.3)

### **Parental Notifications**

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a **district** school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions ~~for safety while~~ **safely** walking to and from school bus stops

*(cf. 5145.6 - Parental Notifications)*

### **Student Instruction**

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
  - d. Proper passenger conduct
  - e. Bus evacuation procedures
  - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the **California Highway Patrol-CHP**.

**(cf. 3580 - District Records)**

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

## **Bus Accidents**

In the event of a school bus accident, the driver shall immediately notify the CHP; **and** the Superintendent or designee, ~~and, if the bus is operated under contract, the driver's employer.~~ The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

**The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)**

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

**(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)**

### *Legal Reference:*

#### EDUCATION CODE

39830-398423 **Transportation, school buses**

**39860 Contract for transportation; requirement that student not be left unattended**

51202 *Instruction in personal and public health and safety*

#### PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

#### VEHICLE CODE

415 *Definition of motor vehicle*

545-546 *Definition of school bus and student activity bus*

22112 *Loading and unloading passengers*

~~23123 Use of wireless telephone prohibited while driving motor vehicle~~

~~23123.5 Text communications prohibited while driving motor vehicle~~ **Use of wireless telephone or communications device while driving; exceptions**

23125 *Use of wireless telephone prohibited while driving school bus*

27316-27316.5 *Passenger restraint systems*

**28160 Child safety alert system**

34500 *California Highway Patrol responsibility to regulate safe operation of school buses*

34501.5 *California Highway Patrol responsibility to adopt rules re: safe operation of school buses*

34501.6 School buses; reduced visibility

34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations of school buses

CODE OF REGULATIONS, TITLE 5

14100-14105 School buses and student activity buses

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety

2480 Airborne toxic control measure; limitation on bus idling

CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 Motor vehicle standards, including school buses

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Passenger Restraints Frequently Asked Questions**

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

**American School Bus Council: <http://www.americanschoolbuscouncil.org>**

California Association of School Transportation Officials: <http://www.castoways.org>

California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>

California Highway Patrol: <http://www.chp.ca.gov>

**National Coalition for School Bus Safety: <http://www.ncsbs.org>**

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:  
<http://www.nhtsa.dot.gov>

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## All Personnel

BP 4030(a)

**NONDISCRIMINATION IN EMPLOYMENT**

The Governing Board is determined to provide district employees, **interns, volunteers,** and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. **This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.**

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4111/4211/4311 - Recruitment and Selection)*

~~The Board prohibits~~ **No** district employees ~~from discriminating~~ **shall be discriminated** against or ~~harassing~~ **harassed by** any **coworker, supervisor, manager, or other district employee or job applicant** **person with whom the employee comes in contact in the course of employment,** on the basis of the ~~person's~~ **employee's** actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, or **his/her** association with a person or group with one or more of these actual or perceived characteristics.

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

~~The Board also prohibits discrimination against any employee or job applicant~~ **Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:**

- 1. Discrimination** in hiring, compensation, terms, conditions, and other privileges of employment
- 2. and the taking of any an** adverse employment action, ~~including, but not limited to,~~ **such as** termination or the denial of employment, promotion, job assignment, or training, ~~against an employee or job applicant based on any of the categories listed above.~~

*(cf. 4151/4251/4351 - Employee Compensation)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

- 3. Harassment consists of a** ~~Unwelcome~~ **conduct, whether** verbal, physical, or visual, ~~conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it as to~~ **adversely affects an individual's employee's** employment opportunities, **or that** has the purpose or effect of unreasonably interfering with the individual's work performance, or ~~creating~~ **an** intimidating, hostile, or offensive work environment
- 4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:**



- a. ~~Prohibited~~ Sex discrimination includes discrimination based on an employee's ~~or job applicant's~~ pregnancy, childbirth, breastfeeding, or any related medical condition **or on an employee's gender, gender expression, or gender identity, including transgender status**

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

- b. ~~Prohibited discrimination on the basis of religious creed includes~~ **Religious creed** discrimination based on an employee's ~~or job applicant's~~ religious belief or observance, including his/her religious dress or grooming practices, ~~In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes or based on the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.~~

- c. **Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity**

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

- d. **Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition**

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee ~~or job applicant~~ who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint ~~procedures~~ **process** pursuant to this policy. No employee ~~or job applicant~~ who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who ~~does~~ reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, ~~and~~ discrimination, **or other related conduct**, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

**In addition, the Superintendent or designee shall post in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.**

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

**11006-11086 Discrimination in employment**

**11013 Recordkeeping**

11019 Terms, conditions and privileges of employment

**11023 Harassment and discrimination prevention and correction**

**11024 Sexual harassment training and education**

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age discrimination in federally assisted programs  
12101-12213 Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.101-35.190 Americans with Disabilities Act

*Legal Reference: (continued)*

CODE OF FEDERAL REGULATIONS, TITLE 34  
100.6 Compliance information  
104.7 Designation of responsible employee for Section 504  
104.8 Notice  
106.8 Designation of responsible employee and adoption of grievance procedures  
106.9 Dissemination of policy  
110.1-110.39 Nondiscrimination on the basis of age  
COURT DECISIONS  
*Thompson v. North American Stainless LP*, (2011) 131 S.Ct. 863  
*Shephard v. Loyola Marymount*, (2002) 102 Cal.App.4th 837

*Management Resources:*

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS  
*California Law Prohibits Workplace Discrimination and Harassment*, December 2014  
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
*Notice of Non-Discrimination*, August 2010  
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS  
*Questions and Answers: Religious Discrimination in the Workplace*, 2008  
*New Compliance Manual Section 15: Race and Color Discrimination*, April 2006  
*Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors*, June 1999  
WEB SITES  
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>  
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

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**All Personnel**

AR 4030(a)

## **NONDISCRIMINATION IN EMPLOYMENT**

**All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.**

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

### **Superintendent**

**745 Tenth Street**  
**Colusa, CA 95932**

**530.458.7791**

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, harassment, and retaliation ~~against district employees, volunteers, interns, and job applicants~~ **in district employment**, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, ~~to employees, volunteers, interns, job applicants, and the general public~~ by: (5 CCR 4960; 34 CFR 100.6, 106.9)
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
  - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
  - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

**2. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)**

- a. **Printing and providing a copy of the policy to all employees with an acknowledgment form for each employee to sign and return**
- b. **Sending the policy via email with an acknowledgment return form**
- c. **Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies**
- d. **Discussing district policy with employees upon hire and/or during a new hire orientation session**
- e. **Any other way that ensures employees receive and understand the policy**

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

- 23.** Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources

available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

34. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

**Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024 (2 CCR 11023)**

(cf. 1240 - Volunteer Assistance)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

45. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

6. **For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce**

## Complaint Procedure

Any complaint ~~by an employee or job applicant~~ alleging **unlawful** discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant ~~who is an employee shall~~ **may** inform his/her **direct** supervisor. ~~However, if the supervisor is the person against whom the employee is complaining, the employee shall inform, another supervisor, the coordinator, or the Superintendent; or, if available, a complaint hotline or an ombudsman. A job applicant shall inform the coordinator or the Superintendent or designee.~~

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant

information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

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

(cf. 4032 - Reasonable Accommodation)

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the **alleged discriminatory or harassing** behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the **allegations investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. He/she shall also inform the parties that the investigation** will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

**The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.**

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents **do not occur are prevented**. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the **complainant parties** and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made

that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, ~~correct the effect on~~ **provide appropriate options for remedial actions and resolutions for** the complainant, and ensure that retaliation or further discrimination or harassment ~~does not occur~~ **is prevented**.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 9321 - Closed Session Purposes and Agendas)*

### **Other Remedies**

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

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H.13.i.

### **All Personnel**

BP 4119.11(a)  
4219.11  
4319.11

### **SEXUAL HARASSMENT**

The Governing Board prohibits sexual harassment of district employees ~~and job applicants~~. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established



pursuant to this policy and **accompanying** administrative regulation. **This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.**

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

*(cf. 4030 - Nondiscrimination in Employment)*

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. **(5 CCR 4964.2 CCR 11023)**

Any district employee **or job applicant** who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, **a job applicant or a student**, shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment **against a district employee, job applicant, or student** is in violation of this policy **and** is subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE



12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

*Department of Health Services v. Superior Court of California*, (2003) 31 Cal.4<sup>th</sup> 1026

*Faragher v. City of Boca Raton*, (1998) 118 S.Ct. 2275

*Burlington Industries v. Ellreth*, (1998) 118 S.Ct. 2257

*Gebser v. Lago Vista Independent School District*, (1998) 118 S.Ct. 1989

*Oncale v. Sundowner Offshore Serv. Inc.*, (1998) 118 S.Ct. 998

*Meritor Savings Bank, FSB v. Vinson et al.*, (1986) 447 U.S. 57

*Management Resources:*

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

*Protecting Students from Harassment and Hate Crime*, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

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**All Personnel**

AR 4119.11(a)

4219.11

**SEXUAL HARASSMENT**

4319.11

**This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.**

**Definitions**

*Prohibited sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; ~~5 CCR 4916 2~~ **CCR 11034**)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of ~~such the~~ conduct ~~by the individual~~ is used as the basis for an employment decision affecting ~~him/her~~ **the individual**.
- 4.3.** Submission to or rejection of the conduct ~~by the other individual~~ is used as the basis for any decision affecting ~~him/her~~ **the individual** regarding benefits, services, honors, programs, or activities available at or through the district.
- ~~3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity. *Prohibited sexual harassment* also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.~~

~~Other e~~Examples of actions that might constitute sexual harassment **in the work or educational setting**, whether committed by a supervisor, a co-worker, or a non-employee, ~~in the work or educational setting~~ include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

## **Training**

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. ~~Such The~~ training shall include the procedures for reporting and/or filing complaints involving an

employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 4030 - Nondiscrimination in Employment)  
(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A *supervisory employee* is any employee ~~with~~ **having** the authority, **in the interest of the district**, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, **or the responsibility to direct them, adjust their grievances, or to effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment.** (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall ~~include the provision of~~ **be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following:** (Government Code 12950.1; 2 CCR ~~110231~~ **11024**)

1. Information and practical guidance regarding federal and state laws on the prohibition, ~~against and the~~ prevention, and correction of sexual harassment, and the remedies available to the victims of sexual harassment **victims in employment-civil actions, and potential district and/or individual exposure or liability**
2. ~~Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation~~ **The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources**
3. ~~A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance~~
3. **A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment**

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

4.6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

3.7. ~~A component on the~~ The **definition and** prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

~~5. All other contents of mandated training specified in 2 CCR 11023~~

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR ~~11023~~ **11024**)

## Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

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(3/08 10/15) 12/16

## Students

BP 5030(a)

## STUDENT WELLNESS

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

*(cf. 1020 - Youth Services)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 3514 - Environmental Safety)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.61 - Drug Testing)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 5131.63 - Steroids)*  
*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.31 - Immunizations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

## School Health Wellness Council/Committee

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; **7 CFR 210.30**)

To fulfill this requirement, the Superintendent or designee may appoint a school **wellness health** council or other district committee, ~~whose membership shall include representatives of these groups~~ **and a wellness council coordinator. The council may include representatives of the groups listed above, as well as** ~~He/she also may invite participation of other groups or individuals, such as~~ health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 9140 - Board Representatives)

**The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.**

The ~~school health~~ **wellness** council/~~committee~~ shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/~~committee~~ may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

### **Goals for Nutrition, Physical Activity, and Other Wellness Activities**

The Board shall adopt **specific** goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. **In developing such goals, the Board shall review and consider evidence-based strategies and techniques.** (42 USC 1758b; **7 CFR 210.30**)

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden

programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

~~To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.~~

~~(cf. 1325 - Advertising and Promotion)~~

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development ~~shall may~~ be regularly offered to **the nutrition program director, managers, and staff, as well as** health education **teachers, and** physical education teachers, coaches, activity supervisors, ~~food services staff,~~ and other staff as appropriate to enhance their **health** knowledge and skills **related to student health and wellness.**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.~~

~~(cf. 1100 - Communication with the Public)~~

~~(cf. 1112 - Media Relations)~~

~~(cf. 1113 - District and School Web Sites)~~

~~(cf. 1114 - District Sponsored Social Media)~~

~~(cf. 6020 - Parent Involvement)~~

In order to ensure that students have access to comprehensive health services, the district



may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

### **Nutritional Guidelines for All Foods Available at School**

For all foods **and beverages** available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC **1758, 1766**, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3552 - Summer Meal Program)*

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

The Superintendent or designee shall provide access to free, potable water **during meal times** in the food service area **during meal times** in accordance with Education Code 38086 and 42

USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and **by** serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's **reimbursable** food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

*(cf. 3312 - Contracts)*

*(cf. 3554 - Other Food Sales)*

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.



He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

**To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)**

*(cf. 1325 - Advertising and Promotion)*

### **Program Implementation and Evaluation**

The Superintendent shall designate **the individual(s) identified below as the individual(s) responsible for ensuring** ~~one or more district or school employees, as appropriate, to ensure~~ that each school site complies with **this the district's wellness** policy. (42 USC 1758b; **7 CFR 210.30**)

**Director of Nutrition Services  
745 Tenth Street  
Colusa, CA 95932**

**530.458.7791**

*(cf. 0500 - Accountability)*

*(cf. 3555 - Nutrition Program Compliance)*

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every ~~two~~ **three** years. **(42 USC 1758b; 7 CFR 210.30)**

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

BP 5030(h)

### **STUDENT WELLNESS (continued)**

**The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.**

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student

wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods **and beverages** sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
- 5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards**
- 5.6.** Results of the state's physical fitness test at applicable grade levels
- 6.7.** Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
- 7.8.** A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
- 8.9.** A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

~~The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before and after school program staff, and/or other appropriate persons.~~**[MOVED UP]**

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

~~The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)~~**[MOVED TO "NOTIFICATIONS" SECTION]**

**In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's**

**wellness policy conducted by the California Department of Education (CDE) every three years.**

~~In addition, the~~ assessment results **of both the district and state evaluations** shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

### **Posting Requirements**

~~Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)~~

### **Notifications**

**The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)**

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee ~~may disseminate health information and/or the district's student wellness policy to parents/guardians through~~ **shall distribute this information through the most effective methods of communication, including** district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health **and wellness** and academic performance.

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 6020 - Parent Involvement)*

Each school ~~shall also~~ **may** post a summary of nutrition and physical activity laws and regulations prepared by the ~~California Department of Education~~ **CDE**.

### **Records**

**The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)**

*Legal Reference:*

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

**38086 Free fresh drinking water**

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49564.2 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51210 Course of study, grades 1-6

**51210.1-51210.2 Physical education, grades 1-6**

**51210.4 Nutrition education**

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51795-51796.58 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, especially:

1758b Local wellness policy

1771-1794.3 Child Nutrition Act, especially:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.34.3 National School Lunch Program, **especially:**

**210.30 Wellness policy**

220.1-220.22 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

*Management Resources:*

CSBA PUBLICATIONS

**Integrating Physical Activity into the School Day, Governance Brief, April 2016**

Increasing Access to Drinking Water in Schools, Policy Brief, ~~March~~**April** 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

**Physical Activity and Physical Education in California Schools, Research Brief, April 2010**

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

*Management Resources: (continued)*

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Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve,

2009

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, ~~March 2010~~ January 2015

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, ~~2005~~ rev. 2012

FEDERAL REGISTER

Rules and Regulations, ~~January 26, 2012, Vol. 77, Number 17, pages 4088-4167~~ July 29, 2016, Vol. 81, Number 146, pages 50151-50170

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, ~~2000~~ rev. 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, ~~2005~~ 2016

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

**Alliance for a Healthier Generation: <http://www.healthiergeneration.org>**

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):  
<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:  
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

**U.S. Department of Agriculture, Healthy Meals Resource System: <http://healthymeals.fns.usda.gov>**

## Policy Reference UPDATE Service

**Students**

AR 5111.1(a)

**DISTRICT RESIDENCY****Criteria for Residency**

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student ~~has been~~ **is** admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5118 - Open Enrollment Act Transfers)*

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

*(cf. 6183 - Home and Hospital Instruction)*

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)
9. **The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)**

*(cf. 6173.2 - Education of Children of Military Families)*

**Residency Based on Parent/Guardian Employment (Allen Bill Transfers)**

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

### **Proof of Residency**

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency

7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

**A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)**

~~The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.~~

~~However, a~~Any homeless or foster youth or student who has had contact with the juvenile justice system shall not be required immediately enrolled in school even if he/she is unable to provide proof of residency as a condition of enrollment in district schools. (Education Code **48645.5**, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

**(cf. 6173.3 - Education for Juvenile Court School Students)**

~~A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.~~[MOVED UP]

### **Safe at Home/Confidential Address Program**

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing



residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

*(cf. 3580 - District Records)*

(11/11 12/15) 12/16

H.13.I.

## **Students**

BP 5116.2(a)

### **INVOLUNTARY STUDENT TRANSFERS**

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

### **Students Convicted of Violent Felony or Misdemeanor**

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6164.2 - Guidance and Counseling Services)*

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

### **Other Involuntary Transfers**

Students may be involuntarily transferred under either of the following circumstances:

1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)

*(cf. 6184 - Continuation Education)*

2. If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6185 - Community Day School)*

#### *Legal Reference:*

##### EDUCATION CODE

35146 Closed sessions; student matters

48430-48438 Continuation classes, especially:

48432.5 Involuntary transfer to continuation school

48660-48666 Community day schools, especially:

48662 *Involuntary transfer to community day school*  
48900 *Grounds for suspension and expulsion*  
48929 *Transfer of student convicted of violent felony or misdemeanor*  
48980 *Notice at beginning of term*  
PENAL CODE  
667.5 *Violent felony, definition*  
29805 *Misdemeanors involving firearms*  
WELFARE AND INSTITUTIONS CODE  
300 *Minors subject to jurisdiction*  
602 *Minors violating laws defining crime; ward of court*

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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**Students**

BP 5141.21(a)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

(cf. 5113 - *Absences and Excuses*)

(cf. 5113.1 - *Chronic Absence and Truancy*)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

(cf. 5141.24 - *Specialized Health Care Services*)

(cf. 6159 - *Individualized Education Program*)

(cf. 6164.6 - *Identification and Education Under Section 504*)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - *Visitors/Outsiders*)

(cf. 5141 - *Health Care and Emergencies*)

(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)  
(cf. 6116 - Classroom Interruptions)

**The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)**

**The Board authorizes the Superintendent or designee to make available naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)**

~~In addition, t~~The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

### **Administration of Medication by School Personnel**

~~Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)~~

**When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, and administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. and Such personnel shall be afforded appropriate liability protection.**

(cf. 3530 - Risk Management/Insurance)  
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

~~When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto-injectable epinephrine, insulin, or glucagon, t~~The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained,

unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, **49414.3**, 49414.5, **49414.7**, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

*Legal Reference:*

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

**49414.3 Emergency medical assistance; administration of medication for opioid overdose**

49414.5 Providing school personnel with voluntary emergency training

~~49414.7 Emergency medical assistance; administration of epilepsy medication~~

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

**4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist**

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

~~620-627 Administration of emergency antiseizure medication by trained volunteer nonmedical school personnel~~

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.**App.**4th 570

*Management Resources:*

**CSBA PUBLICATIONS**

**Pandemic Influenza, Fact Sheet, September 2007**

AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, **December 2004 rev. 2015**

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

**Program Advisory on Medication Administration, 2005**

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

*Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003*

**WEB SITES**

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

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**Students**

AR 5141.21(a)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

**Definitions**

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

~~*Emergency medical assistance for a student suffering an epileptic seizure* means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7; 5 CCR 621)~~

~~*Epinephrine auto-injector* means a disposable drug-delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)~~

*Anaphylaxis* means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

**Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)**

## **Notifications to Parents/Guardians**

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

**When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).**

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

## **Parent/Guardian Responsibilities**

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Providing parent/guardian and authorized health care provider written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of

administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600, 626)

2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician and updating the information when needed. (Education Code 49480)
- ~~3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within the past four hours on a school day. (Education Code 49414.7)~~
- 4.3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

### **Parent/Guardian Statement**

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine



or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

### **Health Care Provider Statement**

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer ~~auto-injectable epinephrine or~~ prescribed ~~diabetes or asthma~~ medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
2. The name of the medication (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code ~~49414.5~~, 49423, 49423.1; 5 CCR 602)
- 5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)**
- 5.6.** For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
- 6.7.** Possible side effects of the medication

- 7.8.** Name, address, telephone number, and signature of the student's authorized health care provider

~~When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)~~

- ~~1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary~~
- ~~2. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services~~
- ~~3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation~~
- ~~4. A statement that, following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan~~

### **District Responsibilities**

**The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information

- b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
- 5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
- 6. Ensure that student confidentiality is appropriately maintained

*(cf. 5125 - Student Records)*

- 7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

- 8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
- 9. Keep all medication to be administered by the district in a locked drawer or cabinet
- 10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
- 11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
- 12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances

**13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance**

**14. ~~Provide immediate medical assistance if needed, r~~Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement**

**Additional Requirements for Management of Epileptic Seizures [SECTION DELETED]**

## Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

*(cf. 3290 - Gifts, Grants and Bequests)*

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

*(cf. 3580 - District Records)*

### **Emergency Medication for Opioid Overdose**

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind his/her offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on his/her offer to volunteer and that there will be no retaliation against any employee for rescinding his/her offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during his/her regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an

authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

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Instruction

BP 6146.1(a)

## HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

### Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I.

Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6152.1 - Placement in Mathematics Courses)*

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

*(cf. 6142.7 - Physical Education and Activity)*

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education, service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36, ~~as added by SB 695 (Ch. 424, Statutes of 2015)~~, requires that the district include instruction in sexual harassment and

violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. Also see AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

**In addition, pursuant to Education Code 51225.6, as added by AB 1719 (Ch. 556, Statutes of 2016), a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation beginning in the 2018-19 school year. See AR 6143 - Courses of Study.**

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6142.8 - Comprehensive Health Education)*

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 - Alternative Credits Toward Graduation.

BP 6146.1(d)

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

## **Exemptions and Waivers**

Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements a foster youth **or homeless student** who transfers into the district or between district high schools any time after completing his/her second year of high school, unless the Superintendent or designee makes a finding that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school; see ~~BP/AR 6173.1 - Education for Foster Youth; and As amended by AB 1806 (Ch. 767, Statutes of 2014), Education Code 51225.1 provides that a homeless student who transfers any time after completing his/her second year of high school is exempted from locally established high school graduation requirements in the same manner as a foster youth who transfers in the same grades; see BP/AR 6173 - Education for Homeless Children.~~ **AB 2306 (Ch. 464, Statutes of 2016) amends Education Code 51225.1 to extend this exemption and related requirements to a student transferring from a juvenile court school any time after his/her second year of high school; see AR 6173.3 - Education for Juvenile Court School Students.**

**Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, ~~or~~ homeless student, or former juvenile court school student, the district is required to provide notice to**



the student of the availability of the exemption and whether the student qualifies for it. ~~As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student or after the homeless student ceases to be homeless.~~

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of his/her fourth year of high school, the district or a district school must not require or request that he/she graduate before the end of his/her fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4687; see BP/AR 1312.3 - Uniform Complaint Procedures.

~~The Superintendent or designee shall exempt or waive specific course requirements for foster youth, homeless students, and children of military families in accordance with Education Code 51225.1 and 49701.~~ A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that

BP 6146.1(e)

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

Note: Education Code 49701 requires district officials to help facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. If the district does not grant such a waiver, then "best efforts" must be used to provide the student with alternative means to acquire the required coursework so that he/she can graduate on time. See BP/AR 6173.2 - Education of Children of Military Families for additional language implementing this requirement.

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

*(cf. 6173.2 - Education for Children of Military Families)*

## Retroactive Diplomas

Note: Education Code 60851.6, as added by SB 172 (Ch. 572, Statutes of 2015), requires districts, until July 31, 2018, to grant a diploma to any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

Note: The remainder of this section is **optional**.

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to

BP 6146.1(f)

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

### Legal Reference:

#### EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students  
**51225.6 Compression-only cardiopulmonary resuscitation**  
51228 Graduation requirements  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51412 Diplomas  
51420-51427 High school equivalency certificates  
**51430 Retroactive high school diplomas**  
**51440 Retroactive high school diplomas**  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
56390-56392 Recognition for educational achievement, special education  
60851.5 Suspension of high school exit examination  
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination  
66204 Certification of high school courses as meeting university admissions criteria  
67386 Student safety; affirmative consent standard  
**CODE OF REGULATIONS, TITLE 5**  
1600-1651 Graduation of students from grade 12 and credit toward graduation  
**4600-4687 Uniform complaint procedures**  
**COURT DECISIONS**  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources: (see next page)

BP 6146.1(g)

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

Management Resources:

### **WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gc/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

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**Instruction**

BP 6154(a)

**HOMEWORK/MAKEUP WORK**

Note: In its policy statement on homework, the State Board of Education encourages every Board to establish a strong homework policy to serve as the foundation for school based homework plans. The SBE's parent involvement policy further urges schools to give parents/guardians techniques for assisting children in learning at home. The following **optional** policy and regulation may be revised as desired to reflect **district practice**.

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives. **The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.**

*(cf. 6011 - Academic Standards)*

The ~~principal and staff at each school~~ **Superintendent or designee** shall **collaborate with school administrators and teachers** to develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the **related** responsibilities of students, staff, and parents/guardians.

Note: The following optional paragraph may be revised to specify the average number of minutes of homework that may be expected per day at each grade level, or the district may adopt an administrative regulation that contains such guidelines.

**Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.**

*(cf. 6011 - Academic Standards)*

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

BP 6154(b)

## **HOMEWORK/MAKEUP WORK (continued)**

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4131 - Staff Development)*

**Note: The following optional paragraph may be revised to reflect district practice.**

**Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.**

**Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.**

**At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.**

**Although it is the student's responsibility to ~~do most~~ undertake assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a students repeatedly fails to ~~do~~ their complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards. shall be notified and asked to contact the teacher.**

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

**Note: The following paragraph should be revised to reflect local district practice. ~~In some communities, the city or county helps to fund after school centers that provide diverse activities for students, including homework assistance. Districts should also be aware that by implementing an after school tutoring and homework assistance program pursuant to Education Code 58700-58702, they may credit program hours of homework and tutorial assistance towards their summer school apportionments. Pursuant to Education Code 8482.3, before-school and after-school programs operated under the After School Education and Safety Program (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center program (Education Code 8484.7-8484.9; 20 USC 7171-7176) are required to include an educational and literacy component in which tutoring or homework assistance is provided in language arts, mathematics, history-social science, computer training, and/or science. If the district offers a before-school or after-school program under the 21st Century High School After School Safety and Enrichment for Teens program for grades 9-12 (Education Code 8420-8428; 20 USC 7171-7176), the program must include an academic assistance program, which may include homework assistance. See AR 5148.2 - Before/After School Programs. In addition, some districts offer a supervised study hall elective which high school students can take instead of other electives.~~**

BP 6154(c)

## **HOMEWORK/MAKEUP WORK (continued)**

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, **provide access to school library media centers and technological resources**, and/or **provide before-school and after-school centers programs** where students can receive ~~encouragement and clarification about~~ homework assignments **assistance** from teachers, volunteers, and/or **student tutors**~~more advanced students who are performing community service~~. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1700 - Relations between Private Industry and the Schools)*

*(cf. 3541 - Transportation Routes and Services)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6112 - School Day)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6163.1 - Library Media Centers)*

**Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.**

### **Makeup Work**

**Note: Pursuant to Education Code 48205, students who miss school work because of an excused absence must be given full credit for makeup work satisfactorily completed within a reasonable period of time. State law does not require districts to give full credit for makeup work following an unexcused absence. However, CSBA's governance brief Research-Supported Strategies to Improve the Accuracy and Fairness of Grades recommends that student absence be dealt with separately from determining students' academic understanding and progress. Thus, the following paragraph provides for full credit to be awarded for satisfactory completion of makeup work regardless of the reason for the absence, an approach which is consistent with BP/AR 5121 - Grades/Evaluation for Student Achievement. Also see BP/AR 5113.1 - Chronic Absence and Truancy for strategies to address excessive excused and/or unexcused absences. The district may revise the following paragraph to reflect district practice, provided that it ensures compliance with Education Code 48205.**

Students who miss school work ~~because of an excused absence~~ shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. ~~(Education Code 48205)~~

*(cf. 5113 - Absences and Excuses)*

## **HOMEWORK/MAKEUP WORK (continued)**

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

**Note:** ~~Either of the following options regarding unexcused absences may be selected and/or modified as desired.~~

**OPTION 1:** ~~Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.~~

**OPTION 2:** ~~Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.~~

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

*Legal Reference: (see next page)*

BP 6154(e)

## **HOMEWORK/MAKEUP WORK (continued)**

*Legal Reference:*

### EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

### UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

*Management Resources:*

### SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

### CSBA PUBLICATIONS

(2/97 2/99) 12/16

**Policy Reference UPDATE Service**

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# CSBA Sample Board Policy

H.13.p.

## Instruction

BP 6164.6(a)

### IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Governing Board believes that all children, including children with disabilities, should have ~~an~~**the** opportunity to learn in a safe and nurturing environment. The ~~district~~**Superintendent or designee** shall work to identify children with disabilities who reside within ~~its~~**the** jurisdiction ~~of the district~~ in order to ensure that they receive educational and related services required by law.

Note: Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 CFR 104.1-104.39) prohibit discrimination on the basis of disability in district programs and activities; see BP 0410 - Nondiscrimination in District Programs and Activities.

The Superintendent or designee shall provide ~~identified~~**qualified** students with disabilities with a free appropriate public education (**FAPE**), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of ~~nondisabled~~ students **without disabilities** are met. (34 CFR 104.33)

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

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6145.5 - Student Organizations and Equal Access)*



In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

*Legal Reference:*

EDUCATION CODE

49423.5 *Specialized physical health care services*

**52052 Numerically significant student subgroups**

**52060-52077 Local control and accountability plan**

**56043 Special education, timelines**

**56321 Assessment; development of IEP; parental notifications, consent**

CODE OF REGULATIONS, TITLE 5

3051.12 *Health and Nursing Services*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act of 1974*

1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

705 *Definitions; Vocational Rehabilitation Act*

794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

**CODE OF REGULATIONS, TITLE 28**

**35.101-35.190 Nondiscrimination on the basis of disability in state and local government services**

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 *Nondiscrimination on the basis of handicap, especially:*

104.1 *Purpose to effectuate Section 504 of the Rehabilitation Act of 1973*

104.3 *Definitions*

104.32 *Location and notification*

104.33 *Free appropriate public education*

104.34 *Educational setting*

104.35 *Evaluation and placement*

104.36 *Procedural safeguards*

**104.37 Nonacademic services**

**104.7 Responsible employee; grievance procedures**

COURT DECISIONS

Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

*Management Resources:*

CSBA PUBLICATIONS

Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, ~~November~~ **December** 2007

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS

**Dear Colleague Letter and Resource Guide on Students with ADHD**, July 2016

**Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities**, October 2015

Dear Colleague Letter, January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

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## Instruction

AR 6164.6(a)

## IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Superintendent  
745 Tenth Street  
Colusa, CA 95932  
530.458.7791

## Definitions

For the purpose of implementing Section 504 ~~of the Rehabilitation Act of 1973~~, the following terms and phrases shall have only the meanings specified below:

*Free appropriate public education* (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of ~~nondisabled~~ students **without disabilities** are met, ~~without~~ **at no** cost to the student or his/her parent/guardian except when a fee is ~~imposed on nondisabled students~~ **specifically authorized by law for all students.** (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

*Student with a disability* means a student who has a physical or mental impairment which substantially limits one or more major life activities. (**28 CFR 35.108 34 CFR 104.3**)

*Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more ~~of the following~~ body systems, **such as:** neurological, musculoskeletal, special sense organs, respiratory, (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, **immune**, hemic, **and** lymphatic, skin, and endocrine. (**28 CFR 35.108 34 CFR 104.3**)

*Mental impairment* means any mental or psychological disorder, such as ~~mental retardation~~ **intellectual disability**, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (**28 CFR 35.108 34 CFR 104.3**)

*Substantially limits major life activities* means limiting a person's ability to perform functions, **as compared to most people in the general population**, such as caring for

himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, **writing**, communicating, and working. *Major life activities* also includes major bodily functions such as functions of the immune system, **special sense organs and skin**, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, **cardiovascular**, endocrine, **hemic, lymphatic, musculoskeletal**, and reproductive functions, **as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities** shall be ~~determined~~ **made** without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. *Mitigating measures* **are measures that an individual may use to eliminate or reduce the effects of an impairment**, including, but ~~are~~ not limited to, medications, **medical supplies or equipment**, prosthetic devices, assistive devices, **reasonable modifications or auxiliary aids or services**, learned behavioral, or adaptive neurological modifications, **psychotherapy, behavioral therapy, or physical therapy**, ~~which an individual may use to eliminate or reduce the effects of an impairment.~~ (42 USC 12102; **28 CFR 35.108** ~~34 CFR 104.3~~)

## Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. ~~If it is determined that~~ the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

## Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a ~~disabled~~ person **with a disability** under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.

4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. **The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.**
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

***(cf. 5116.1 - Intradistrict Open Enrollment)***

*(cf. 5125 - Student Records)*

## **Review and Reevaluation**

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of ~~non-disabled~~ students **without disabilities are met**. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

## **Procedural Safeguards**

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, **or if the parent/guardian did not request an administrative review**, he/she may request a Section 504 due process hearing.

**A** Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
  - a. The specific nature of the decision with which he/she disagrees
  - b. The specific relief he/she seeks
  - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
  - a. Be accompanied and advised by **legal** counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
  - b. Present written and oral evidence
  - c. Question and cross-examine witnesses

- d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

## **Notifications**

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

*(cf. 5145.6 - Parental Notifications)*

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H.13.q.

## **Instruction**

AR 6173.3(a)

## **EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS**

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

## **Enrollment**

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

*(cf. 5111 - Admission)*

*(cf. 5111.1 - District Residency)*

*(cf. 5125 - Student Records)*

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

*(cf. 5132 - Dress and Grooming)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

## **Transfer of Coursework and Credits**

When a student transfers from a juvenile court school into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed at that school and shall not require the student to retake the course. If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course completed. (Education Code 48645.5, 51225.2)

However, a student may be required to retake the portion of the course completed if the Superintendent or designee, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a former juvenile court school student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a former juvenile court school student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

*(cf. 6143 - Courses of Study)*

## **Graduation**

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. (Education Code 48645.5)

*(cf. 6146.1 - High School Graduation Requirements)*

A student who transfers to a district school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed his/her second year of high school transfers from a juvenile court school into a district school, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student. (Education Code 51225.1)

*(cf. 5145.6 - Parental Notifications)*

To determine whether a student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.



(Education Code 51225.1)

The Superintendent or designee shall notify any former juvenile court school student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a former juvenile court school student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a student, the person holding the right to make educational decisions for the student, or the student's social worker or probation officer. (Education Code 51225.1)

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

### **Notification and Complaints**

Information regarding the educational rights of former juvenile court school students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of former juvenile court school students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

*Legal Reference:*

EDUCATION CODE

48645-48648 Juvenile court schools

48853.5 Immediate enrollment

51225.1 Exemption from district graduation requirements

51225.2 Former juvenile court school student defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

60851.5 Suspension of high school exit examination

WELFARE AND INSTITUTIONS CODE

602 Minors violating law; ward of court

880-893 Wards and dependent children; juvenile homes, ranches and camps

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

*Management Resources:*

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

YOUTH LAW CENTER PUBLICATIONS

Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools, 2016

WEB SITES

CSBA: <http://www.csba.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Juvenile Court Schools: <http://www.cde.ca.gov/sp/eo/jc>

Youth Law Center: <http://www.ylc.org>

12/16

**Board Bylaws**

BB 9240(a)

**BOARD DEVELOPMENT TRAINING**

H.13.r.

Note: The following **optional** bylaw may be ~~amended~~ **revised** to reflect district practice.

**CSBA's Professional Governance Standards include expectations that each individual Governing Board member will participate in professional development and commit the time and energy necessary to be an informed and effective leader. See CSBA's web site for education opportunities available through CSBA, including, but not limited to, CSBA's Institute for New and First-Term Board Members, Masters in Governance program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Back-to-School Webcast, other workshops and webinars on specific topics, and in-district governance consulting services.**

**Citizens elected to the Governing Board are entrusted with the responsibility of governing district schools. The Board recognizes that its members need training. The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their**

responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

(cf. 9230 - Orientation)

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

BB 9240(b)

## **BOARD DEVELOPMENT TRAINING** (continued)

Note: CSBA recommends that inservice board training and travel expenses be budgeted as separate items. While inservice training is essential to maintain an effective, well-informed Board, travel expenses are incurred for a variety of reasons.

It is also recommended that the Board determine the manner in which board training activities that require the use of district funds will be selected or approved. Districts may allocate funds equally to each Board member and allow each member discretion to select activities that meet his/her needs, or may require that all activities or activities over a specified cost be approved by the full Board. The following paragraph may be revised to reflect district practice.

Funds for Board development training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3100 - Budget)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Note: Pursuant to Government Code 54952.2, ~~added by SB 36 (Ch. 1137, Statutes of 1993),~~ a "meeting" subject to Brown Act requirements does not include the attendance of a majority of the Board's members at a conference or similar public gathering, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the Board. **Also see BB 9320 - Meetings and Notices.**

~~All Board members may attend conferences for the purpose of Board development. Board business shall not be discussed at conferences.~~ **Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.**

(cf. 9320 - Meetings and Notices)

Board members shall report ~~to the Board,~~ orally or in writing, ~~as soon as possible~~ on the ~~inservice-board training~~ activities they attend, **for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.**

Legal Reference: (see next page)

BB 9240(c)

## **BOARD ~~DEVELOPMENT~~ TRAINING** (continued)

Legal Reference:

**EDUCATION CODE**

~~33360 Department of Education and statewide association of school district boards; annual workshop~~

**GOVERNMENT CODE**

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting

**Management Resources:**

**CSBA PUBLICATIONS**

**Professional Governance Standards for School Boards**

**WEB SITES**

**CSBA: <http://www.csba.org>**

**California County Boards of Education: <http://www.theccbe.org>**

**National School Boards Association: <http://www.nsba.org>**

## Board Bylaws

BB 9323(a)

### MEETING CONDUCT

#### Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

*(cf. 9322 - Agenda/Meeting Materials)*

Note: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

*(cf. 9121 - President)*

Note: The following **optional** paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

*(cf. 9320 - Meetings and Notices)*

#### Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

*(cf. 9323.2 - Actions by the Board)*

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

*(cf. 9270 - Conflict of Interest)*

## Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

*(cf. 9130 - Board Committees)*

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the **Board** president may increase or decrease the time allowed for public presentation, depending on the topic and the

number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

**In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)**

6. The Board president may rule on the appropriateness of a topic, **subject to the following conditions:**
  - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
  - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) **In addition, the Board may not prohibit public criticism of district employees.**

Note: The following **optional** item addresses the issue of specific charges or complaints against district employees in open Board meetings. ~~The Board president must first determine that the speech in question is a specific complaint or charge against a specific employee or employees before invoking the following provision. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit general~~ criticisms of the district and its employees, no matter how harsh, ~~may not be prohibited~~. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In Baca v. Moreno Valley Unified School District, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. **It is recommended that the Board consult legal counsel if a question arises regarding public criticism of a district employee.** Districts should note that this decision does not apply to any district other than the Moreno Valley Unified School District at this time. However, a different federal court has also reached the same result in a case involving the Vista Unified School District. Districts should be very cautious in implementing this policy and be guided by the advice of their legal counsel.

~~For a district to be safe from litigation, the only option is for the Board to place no content restriction on public comments during the Board meeting. This option, however, would permit accusations to be made against an employee without notice or opportunity for employee response.~~

- c. ~~In addition, t~~The Board shall not prohibit public criticism of district employees. **However, w**Whenever a member of the public initiates specific complaints or charges against an **individual** employee, the Board president shall inform the complainant **of the appropriate complaint procedure.** ~~that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges, in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the~~

~~complainant to file a complaint using the appropriate district complaint procedure.~~

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group **or any conduct or statements that threaten the safety of any person(s) at the meeting** shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement **as necessary**.

## **Recording by the Public**

**Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting.** The Superintendent or designee **shall may** designate locations from which members of the public may **broadcast, photograph, or tape record open meetings make such recordings** without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

### *Legal Reference:*

#### EDUCATION CODE

5095 Powers of remaining board members and new appointees

32210 Willful disturbance of public school or meeting a misdemeanor

35010 Prescription and enforcement of rules

35145.5 Agenda; public participation; regulations

35163 Official actions, minutes and journal

35164 Vote requirements

35165 Effect of vacancies upon majority and unanimous votes by seven member board

#### **CODE OF CIVIL PROCEDURE**

#### **527.8 Workplace Violence Safety Act**

#### GOVERNMENT CODE

#### **54953.3 Prohibition against conditions for attending a board meeting**

54953.5 Audio or video ~~tape~~ recording of proceedings

54953.6 Broadcasting of proceedings

54954.2 Agenda; posting; action on other matters



54954.3 Opportunity for public to address legislative body; regulations  
54957 Closed sessions  
54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

403 Disruption of assembly or meeting

COURT DECISIONS

City of San Jose v. Garbett, (2010) 190 Cal.App.4th 526

Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966

McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275

Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194

Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

90 Ops.Cal.Atty.Gen. 47 (2007)

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

59 Ops.Cal.Atty.Gen. 532 (1976)

55 Ops.Cal.Atty.Gen. 26 (1972)

*Management Resources:*

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015

The Brown Act: School Boards and Open Meeting Laws, rev. 2005 **2014**

Board Presidents' Handbook, rev. 2002

Maximizing School Board Governance: Boardsmanship

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for **Local** Legislative Bodies, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us> **<https://oag.ca.gov>**

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**Business and Noninstructional Operations**

BP 3470(a)

**DEBT ISSUANCE AND MANAGEMENT**

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANs), and certificates of participation. The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. SB 1029 declares the intent of the Legislature that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to consult legal counsel and their financial advisor in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

*(cf. 3000 - Concepts and Roles)*

*(cf. 3460 - Financial Reports and Accountability)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for

the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

*(cf. 3312 - Contracts)*

*(cf. 3600 - Consultants)*

*(cf. 9270 - Conflict of Interest)*

## **Goals**

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 7000 - Concepts and Roles)*

## **Authorized Purposes for the Issuance of Debt**

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

*(cf. 3100 - Budget)*

*(cf. 3110 - Transfer of Funds)*

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

## **Authorized Types of Debt**

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
  - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
  - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
  - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)
2. Long-Term Debt
  - a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

*(cf. 7214 - General Obligation Bonds)*

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

*(cf. 7212 - Mello Roos Districts)*

- 3. Lease financing, including certificates of participation (COPs)
  - a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)
  - b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)
- 4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs
- 5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

### **Relationship of Debt to District Facilities Program and Budget**

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

### **Structure of Debt Issues**

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

### **Method of Sale**

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates

3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

### **Investment of Proceeds**

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

*(cf. 3430 - Investing)*

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

### **Refunding/Restructuring**

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

### **Internal Controls**

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

*(cf. 3314 - Payments for Goods and Services)*

*(cf. 3400 - Management of District Assets/Accounts)*

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

## **Records/Reports**

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

### *Legal Reference:*

#### **EDUCATION CODE**

*5300-5441 Conduct of elections*



15100-15262 *Bonds for school districts and community college districts*  
 15264-15276 *Strict accountability in local school construction bonds*  
 15278-15288 *Citizen's oversight committees*  
 15300-15425 *School Facilities Improvement Districts*  
 17150 *Public disclosure of non-voter-approved debt*  
 17400-17429 *Leasing of district property*  
 17450-17453.1 *Leasing of equipment*  
 17456 *Sale or lease of district property*  
 17596 *Duration of contracts*  
 42130-42134 *Financial reports and certifications*  
**ELECTIONS CODE**  
 1000 *Established election dates*  
**GOVERNMENT CODE**  
 8855 *California Debt and Investment Advisory Commission*  
 53311-53368.3 *Mello-Roos Community Facilities Act*  
 53410-53411 *Bond reporting*  
 53506-53509.5 *General obligation bonds*  
 53550-53569 *Refunding bonds of local agencies*  
 53580-53595.55 *Bonds*  
 53850-53858 *Tax and revenue anticipation notes*  
 53859-53859.08 *Grant anticipation notes*  
**CALIFORNIA CONSTITUTION**  
 Article 13A, Section 1 *Tax limitation*  
 Article 16, Section 18 *Debt limit*

*Legal Reference continued: (see next page)*

BP 3470(1)

## **DEBT ISSUANCE AND MANAGEMENT (continued)**

*Legal Reference: (continued)*

**UNITED STATES CODE, TITLE 15**  
 78o-4 *Registration of municipal securities dealers*  
**UNITED STATES CODE, TITLE 26**  
 54E *Qualified Zone Academy Bonds*  
**CODE OF FEDERAL REGULATIONS, TITLE 17**  
 240.10b-5 *Prohibition against fraud or deceit*  
 240.15c2-12 *Municipal securities disclosure*  
**CODE OF FEDERAL REGULATIONS, TITLE 26**  
 1.103 *Interest on state and local bonds*  
 1.141 *Private activity bonds*  
 1.148 *Arbitrage and rebate*  
 1.149 *Hedge bonds*  
 1.6001-1 *Records*

*Management Resources:*

**CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS**  
*California Debt Issuance Primer*  
**GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS**  
*An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016*  
*Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015*  
*Investment of Bond Proceeds, Best Practice, September 2014*  
*Selecting and Managing Municipal Advisors, Best Practice, February 2014*  
*Debt Management Policy, Best Practice, October 2012*

*Analyzing and Issuing Refunding Bonds, Best Practice, February 2011*

INTERNAL REVENUE SERVICE PUBLICATIONS

*Tax Exempt Bond FAQs Regarding Record Retention Requirements*

*Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016*

U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS

*Internal Control System Checklist*

WEB SITES

*California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>*

*Government Finance Officers Association: <http://www.gfoa.org>*

*Internal Revenue Service: <https://www.irs.gov>*

*Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):*

*<http://www.emma.msrb.org>*

*U.S. Government Accountability Office: <http://www.gao.gov>*

*U.S. Securities and Exchange Commission: <https://www.sec.gov>*

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**Policy Reference UPDATE Service**

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**Instruction**

AR 6143(a)

**COURSES OF STUDY****Grades 1-6**

Courses of study for grades 1-6 shall include the following:

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

*(cf. 6142.92 - Mathematics Instruction)*

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States Instruction shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

- b. The development of the American economic system, including the role of the entrepreneur and labor
- c. The relations of persons to their human and natural environments
- d. Eastern and western cultures and civilizations
- e. Contemporary issues
- f. The wise use of natural resources

(cf. 6142.5 - Environmental Education)

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

(cf. 6142.93 - Science Instruction)

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)

- a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

(cf. 6142.8 - Comprehensive Health Education)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

(cf. 6142.7 - Physical Education and Activity)

## **8.9 Career awareness exploration**

(cf. 6178 - Career Technical Education)

## **Grades 7-12**

Courses of study for grades 7-12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including instruction in:

- (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program.  
(Education Code 51220.2)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

*(cf. 6142.5 - Environmental Education)*

- e. Eastern and western cultures and civilizations
- f. Human rights issues, with particular attention to the study of the inhumanity of genocide **(which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides)**, slavery, and the Holocaust
- g. Contemporary issues

(cf. 6141.2 - *Recognition of Religious Beliefs and Customs*)  
(cf. 6142.3 - *Civic Education*)  
(cf. 6142.94 - *History-Social Science Instruction*)

3. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - *Physical Education and Activity*)

4. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

(cf. 6142.93 - *Science Instruction*)

5. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - *Mathematics Instruction*)

6. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - *Visual and Performing Arts Education*)

7. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)

8. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

(cf. 6178 - *Career Technical Education*)

9. **Comprehensive sexual health and** HIV/~~AIDS~~ prevention (Education Code **51225.36**, 51934)

(cf. 6142.1 - *Sexual Health and HIV/AIDS Prevention Instruction*)

10. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (**CPR**) when appropriate equipment is available

- b. Fire prevention

- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

- 1. Vehicle Code provisions and other relevant state laws
- 2. Proper acceptance of personal responsibility in traffic
- 3. Appreciation of the causes, seriousness, and consequences of traffic accidents
- 4. Knowledge and attitudes necessary for the safe operation of motor vehicles
- 5. The safe operation of motorcycles
- 6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
- 7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety

### **Certification of College Preparatory Courses**

The Superintendent or designee shall identify courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives that may qualify for designation as "a-g" college preparatory courses. He/she shall submit course information to the University of California (UC) including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.

### **Notification to Students in Grades 9-12**

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6164.2 - Guidance/Counseling Services)*

(11/04 11/11) 10/16



**CALL TO ORDER**

The meeting was called to order at 5:15 p.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Charles Yerxa, Michael Phenicie and Melissa Ortiz. Also in attendance was Superintendent Dwayne Newman and various CUSD staff members.

**HEARING OF THE PUBLIC FOR  
ITEMS ON THE AGENDA**

No information was presented.

**HEARING OF THE PUBLIC FOR  
ITEMS NOT ON THE AGENDA**

Chris Huffman, a long term sub for Colusa Unified spoke to the board regarding the long term pay rate. Mrs. Huffman requested that the board consider changing when the long term pay rate begins from the eleventh day to the first day. The board asked that the issue be brought back to the March meeting for possible action.

**RECOGNITIONS &  
CELEBRATIONS**

Mr. Brown recognized Lori Tanner for her hard work and dedication. FBLA Officers Adrianna Abele, Grace Boeger, and Alex Mercado thanked the board for the support with their recent travel to Susanville, CA. Mr. Newman thanked his Administration team, Barbara Reece, and Lupe Espindola for their collaborative efforts with the recent emergency school closure.

**STUDENT REPORT**

Grace Boeger provided information on past and future events at CHS.

**PRINCIPAL'S REPORT**

Jim Imhoff reported on the Physical Education program at BPS. Clair Toth provided information on various events coming up for BPS.

**PRESIDENT'S REPORT**

CRAF – Charles Yerxa reported that CRAF recently purchased items for various sporting groups.

FOM – Mike Phenicie reported that Alec Schantz and Josh Arce performed at Carnegie Hall in NYC and the performance was incredible. The solo ensemble in Chico went very well.

FOA – None.

SELPA – Kathie Whitesell reported that the next meeting will take place on February 28<sup>th</sup>.

DELAC – Melissa Ortiz attended the January meeting and reported that the meeting was much like a brainstorming session. Parents were engaged and very excited. Topics such as safety on campus and communication between school and home were discussed. The next meeting is scheduled for February 15<sup>th</sup>.

**SUPERINTENDENT'S REPORT  
IMPROVING ACHIEVEMENT****2017-2018 LCAP Improvement Discussion**

Review Eight State Priorities - Mr. Newman provided information on a website that can be used as a guide for the eight state priorities. The website [www.ed-data.org](http://www.ed-data.org) can be used to compare CUSD with other surrounding districts. <http://capta.org/focus-areas/lcflcap/priority-areas/> has a good description and explanation of the eight state improvement priorities. Mr. Newman also used

the following web site to show how board members could find, view, and analyze the CAASPP test results data: <http://caaspp.cde.ca.gov/sb2016/Search>

- Closing the Achievement Gap Committee Report – A committee has been formed and conversations are still in progress. Mr. Newman expressed that the committee felt strongly that additional coaching was not necessary at this time. He added that he still felt strongly that an outside analysis would benefit the district and was going to add that idea as part of the ongoing discussions. Bobbi Weiglein thanked Mr. Newman for his leadership with this process.

SUPERINTENDENT'S REPORT  
BUDGET

**Budget Update**

- Review Mid Year Projection (MYP) – A review of the MYP occurred. The addition of a staff member is necessary at Egling Middle School for the upcoming 2017-18 school year. The board stated they are comfortable with the addition.
- 2017-18 Budget Development Timeline – Mr. Newman reviewed the 2017-18 timeline with the board.

CSEA REPRESENTATIVE'S  
REPORT  
CEA REPRESENTATIVE'S  
REPORT

No information was presented.

Bobbi Weiglein reported that the last negotiation session went very well and they are looking forward to meeting again. They approved the school calendars which will come before the board for approval at the March meeting. Mrs. Weiglein also thanked Mr. Brown for allowing BPS to use the CHS gym for their upcoming performance.

**INFORMATION / DISCUSSION /  
POSSIBLE ACTION ITEMS**  
DISCUSSION ITEM ONLY

Agenda item H.1. – CHS Spanish Students to Travel to Spain in June of 2018 – Melissa Michalk, CHS Spanish Teacher, presented information from Worldstrides regarding a possible eight day trip to Spain for CHS Spanish Class Students. The board informed Mrs. Michalk that this would not be considered a school sponsored activity, but believes these kinds of events are important to student learning.

DISCUSSION ITEM ONLY

Agenda item H.2. – Safe Haven Resolution – Mr. Newman presented a letter from the California Department of Education regarding Safe Have Schools. The board asked that this item be brought back during the March board meeting.

BREAK

A five minute break occurred.

ACTION ITEM #1617113

Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the Ag Science Portables.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

NO ACTION TAKEN

Agenda item H.4. – Administrative Spending Limit Increase – No formal action occurred for this item. Mr. Newman presented a draft Administrative Regulation for the board to review and provide input on. The board asked that this item be brought back during the March board meeting.

NO FORMAL ACTION

Agenda item H.5. – College Readiness Block Grant – No formal action occurred for this agenda item. This item requires board review at two meetings. This item will be brought back during the March Board Meeting.

NO FORMAL ACTION

Agenda item H.6. – Benchmark Advance English Language Arts Curriculum (TK-6) – The instructional materials are on display for public inspection in the district office. It was suggested that the materials also be displayed at Burchfield and Egling – where they might have more parents interested in viewing them. No formal action occurred for this agenda item. This item will be brought back during the March Board Meeting for final approval.

NO FORMAL ACTION

Agenda item H.7. – Formal Opposition to City Approval of Marijuana Growing Operation – No formal action occurred for this item.

ACTION ITEM #1617114

Motion was made by Charles Yerxa, seconded by Michael Phenicie to vote for Paul Broughton on the Official 2017 Delegate Assembly Ballot.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617115

Motion was made by Melissa Ortiz, seconded by Michael Phenicie to approve the Prop 39 HVAC at Burchfield Primary, Egling Middle School, and Colusa High School – Requested Budget of \$200,000.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617116

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the District Office Community Theater Repair.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617117

Motion was made by Melissa Ortiz, seconded by Charles Yerxa to approve the Ag Barn Plumbing project.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617118

Motion was Charles Yerxa, seconded by Michael Phenicie to approve the AMS.NET Change Order for \$47,446.00.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617119

Agenda item H.13. – Colusa County Office of Education/Colusa Unified School District Land & Building Transfer. No formal action occurred for this item. The Board requested to review the value of the land, the leases involved, and would also like to see a better offer for the trade.

ACTION ITEM #1617120

Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the Phase III Bond Funded Projects as follows:

1. Roof replacement on gym, cafeteria, and kitchen at CHS.
2. Roof repairs at Egling Middle School & Burchfield Primary.
3. Asphalt at Burchfield Primary.
4. Asphalt area between P-28 and the playground at Burchfield Primary.
5. Replace multi zone HVAC unit in the 100 wing at Egling Middle School with split systems.

The remainder of the items listed (#6 - #15) were not approved and the board directed any remaining funds go towards roof replacements throughout the district.

Ortiz– Aye

Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617121

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the Warrants: Batch #26-30

Ortiz– Aye  
Whitesell – Abstain  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (3 Ayes, 1 Absent, 1 Abstain)

ACTION ITEM #1617122

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the first reading of the board policies and administrative regulations as listed on the agenda.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617123

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the following consent agenda items:

1. January 10, 2017 Regular Board Meeting Minutes
2. Personnel Assignment Order 2016-2017 #7
3. January Payroll
4. Inland Agreement
5. Fund 01 Budget Revision
6. 2<sup>nd</sup> Interim Report
7. 2016-17 Consolidated Application for Federal Funds
8. 2015-16 School Accountability Report Card for Colusa High School
9. 2015-16 School Accountability Report Card for Colusa Alternative High School
10. 2015-16 School Accountability Report Card for Colusa Alternative Home School

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent

Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

HEARING OF THE PUBLIC FOR  
MATTERS ON THE CLOSED  
SESSION AGENDA

None.

The board adjourned to Closes Session at 9:30 PM to consider and/or take action upon any of the following items:

1. Personnel Matters Pursuant to Government Code 54957  
Administration Representatives: Dwayne Newman, Superintendent;  
Sheryl Parker, Chief Business Official
  - a. Consider Approval of Maternity Leave Request
  - b. Consider Approval of Extended Leave Request
  - c. Discussion of Superintendent Evaluation Process

2. Negotiations Pursuant to Government Code 54957.6  
Agency Designated Representatives: Dwayne Newman,  
Superintendent; Sheryl Parker, Chief Business Official

Employee Organizations: California Teachers Association,  
California State Employees Association, and Unrepresented  
Employees (All)

*Instruction to District Negotiators (Executive Session of School  
Board and its designated representatives for the purpose of  
discussing its position regarding matters within the scope of  
representation and instructing its designated representatives)*

3. Student Matters Pursuant to Government Code 48918  
Administration Representative: Dwayne Newman, Superintendent
  - a. Consider Approval of AHP Recommendation Regarding  
EH #2016-17.01
  - b. Consider Approval of AHP Recommendation Regarding  
EH #2016-17.02
  - c. Consider Approval of AHP Recommendation Regarding  
EH #2016-17.03
  - d. Consider Approval of AHP Recommendation Regarding  
EH #2016-17.04
  - e. Consider Approval of AHP Recommendation Regarding  
EH #2016-17.05

The reconvened from Closed Session at 10:40 PM. Board President, Kathie Whitesell.

ACTION ITEM #1617124      Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the Maternity Leave Request.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617125      Motion was made by Melissa Ortiz, seconded by Michael Phenicie to deny the Extended Leave Request.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617126      Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the AHP Recommendation for EH #2016-17.01.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617127      Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the AHP Recommendation for EH #2016-17.02.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617128      Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the AHP Recommendation for EH #2016-17.03.

Ortiz– Aye

Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617129

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the AHP Recommendation for EH #2016-17.04.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ACTION ITEM #1617130

Motion was made by Charles Yerxa, seconded by Melissa Ortiz to approve the AHP Recommendation for EH #2016-17.05.

Ortiz– Aye  
Whitesell – Aye  
Griffith-Garcia – Absent  
Phenicie – Aye  
Yerxa – Aye

Vote: (4 Ayes, 1 Absent)

ADJOURNMENT

The meeting adjourned at 10:45 PM

Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant

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APPROVED BY:

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Colusa Unified School District  
Personnel Assignment Order  
2016-2017 #8

EMPLOYMENT, RESIGNATIONS, AND OTHER

**CERTIFICATED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
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Employment / Appointments:

Retirement:

Resignation:

Leaves:

Terminated:

Non-Reelection:

Transfers: (Requests approved by Superintendent)

**CLASSIFIED**

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Jeremy Miller	CHS Assistant Track Coach	\$2245.00	2/1/2017

Leaves:

Resignation:

Teia Miller	EMS Paraeducator	\$14.56	3/8/2017
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Retirement:

Increase of Hours:

Job transfer:

Termination:

Payroll totals for the month of: FEBRUARY 2017

Issued 2/10/2017: (SUP)	\$ 18,166.58	Total getting paid: 58
Issued 2/28/2017: (EOM)	<u>\$ 753,548.89</u>	Total getting paid: 192
Monthly total	\$ 771,715.47	

## Colusa Unified School District

The following teachers are recommended for tenure for the 2017-18 school year:

<b>BPS</b>	<b>EMS</b>	<b>CHS</b>
Jill Conroy	Robert Scott	Becka Roberston
Mallory Alves	Kari Vlahos	Rebecca Ramirez

**Colusa Unified School District**  
**Resolution #2016-17.09**  
**THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Colusa Unified School District.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Colusa Unified School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: March 14, 2017.

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Board Member

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Board Member

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Board Member

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Board Member

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Board Member

**Estimated Expenditures through: June 30, 2017**  
**For Fund 01, Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,084,770.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>2,084,770.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	2,084,770.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>2,084,770.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>





EQUIPMENT FINANCE

APPLICATION NO.

AGREEMENT NO.

Supplier:



1.6.

702 Nord Avenue  
Chico, CA 95926  
Phone: 530.893.8711  
Fax: 530.893.9027

**Lease Agreement**

Send Account Inquiries to: 1310 Madrid Street, Suite 101 • Marshall, MN 56258 • Phone: (800) 328-5371 • Fax: (800) 328-9092

Send Payments to: P.O. Box 790448 • St. Louis, MO 63179-0448

The words Lessee, you and your refer to Customer. The words Lessor, we, us and our refer to U.S. Bank Equipment Finance, a division of U.S. Bank National Association ("U.S. Bank Equipment Finance").

**CUSTOMER INFORMATION**

FULL LEGAL NAME			STREET ADDRESS	
Colusa Unified School District			745 10th Street	
CITY	STATE	ZIP	PHONE	FAX
Colusa	Ca.	95932	(530) 458-7791	
BILLING NAME (IF DIFFERENT FROM ABOVE)			BILLING STREET ADDRESS	
CITY	STATE	ZIP	E-MAIL	
EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)				

**EQUIPMENT DESCRIPTION**

MAKE/MODEL/ACCESSORIES	SERIAL NO.
1 ea Kyocera TASKalfa 8052ci Color Imaging System	See "Schedule A"
6 ea. Kyocera TASKalfa 7002i Imaging System	See "Schedule A"
3 ea. Kyocera TASKalfa 5002i Imaging System	See "Schedule A"
2 ea. Kyocera FS-4200DN Laser Printers	See "Schedule A"
1 ea. HP Designjet T2300 Wide Format MFP	See "Schedule A"
1 ea. FPi 2025 Folder Insertor	See "Schedule A"

together with all replacements, parts, repairs, additions, and accessions incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries.

☐ See the attached Schedule A

**TERM AND PAYMENT SCHEDULE**

Term in 60 Months 60 Payments\* of \$ 2,059.00 \*plus applicable taxes

The lease contract payment ("Payment") period is monthly unless otherwise indicated.

**END OF LEASE OPTIONS**

You may choose one of the following options within the area you check and initial at the end of the original term, provided that no event of default under the Agreement has occurred and is continuing. If no box is checked and initialed, then Fair Market Value will be your end of lease option. Leases with \$1.00 or \$101.00 purchase options will not be renewed. To the extent that any purchase option indicates that the purchase price will be the "Fair Market Value" (or "FMV"), such term means the value of the Equipment in continued use.

☒ 1) Purchase all but not less than all the Equipment for the Fair Market Value per paragraph 1, 2) Renew the Agreement per paragraph 1, or 3) Return the Equipment per paragraph 3. \_\_\_\_\_ Customer's Initials

☐ 1) Purchase the Equipment for \$1.00, or 2) Return the Equipment per paragraph 3. \_\_\_\_\_ Customer's Initials

**THIS IS A NONCANCELABLE / IRREVOCABLE AGREEMENT; THIS AGREEMENT CANNOT BE CANCELED OR TERMINATED.**

**LESSOR ACCEPTANCE**

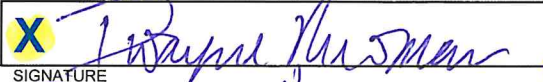
U.S. Bank Equipment Finance

LESSOR SIGNATURE TITLE DATED

**CUSTOMER ACCEPTANCE**

By signing below, you certify that you have reviewed and do agree to all terms and conditions of this Agreement on this page and on page 2 attached hereto.

Colusa Unified School District

☒ 

SIGNATURE

TITLE

02/23/17

DATED

CUSTOMER (as referenced above)

94-6002149

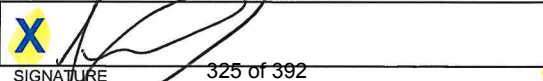
FEDERAL TAX I.D. #

PRINT NAME

**ACCEPTANCE OF DELIVERY**

You certify that all the Equipment listed above has been furnished, that delivery and installation has been fully completed and is satisfactory. Upon you signing below, your promises herein will be irrevocable and unconditional in all respects. You understand that we have purchased the Equipment from the Supplier, and you may contact the Supplier for a full description of any warranty rights under the supply contract, which we hereby assign to you for the term of this Agreement (or until you default). Your approval as indicated below of our purchase of the Equipment from the Supplier is a condition precedent to the effectiveness of this Agreement.

Colusa Unified School District

☒ 

SIGNATURE

TITLE

02/23/17

DATE OF DELIVERY

CUSTOMER (as referenced above)

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Page 1 of 2



1. **AGREEMENT:** For business purposes only, you agree to lease from us the goods (the "Equipment") and/or to finance certain licensed software and services ("Financed Items", which are included in the word "Equipment" unless separately stated), all as described on page 1 of this Agreement, as it may be supplemented from time to time. You agree to all of the terms and conditions contained in this Agreement and any supplement, which (with the acceptance certification) is the entire agreement regarding the Equipment ("Agreement") and which supersedes any purchase order or invoice. You authorize us to correct or insert missing Equipment identification information and to make corrections to your proper legal name. This Agreement becomes valid upon execution by us and will start on the date we pay the Supplier. Interim rent/due date adjustments will be in an amount equal to 1/30th of the Payment, multiplied by the number of days between the Agreement start date and the first Payment due date. This Agreement will renew for month-to-month term(s) unless you purchase or return the Equipment (according to the conditions herein) or send us written notice between 90 and 150 days (before the end of any term) that you do not want it renewed. If any provision of this Agreement is declared unenforceable in any jurisdiction, the other provisions herein shall remain in full force and effect in that jurisdiction and all others.

2. **RENT, TAXES AND FEES:** You will pay the monthly Payment (as adjusted) when due, plus any applicable sales, use and property taxes. The base Payment will be adjusted proportionately upward or downward: (1) by up to 10% to accommodate changes in the actual Equipment cost; (2) if the shipping charges or taxes differ from the estimate given to you; and (3) to comply with the tax laws of the state in which the Equipment is located. If we pay any taxes, insurance or other expenses that you owe hereunder, you agree to reimburse us when we request and to pay us a processing fee for each expense or charge we pay on your behalf. We may charge you for any filing fees required by the Uniform Commercial Code (UCC) or other laws, which fees vary state-to-state. By the date the first Payment is due, you agree to pay us an origination fee, as shown on our invoice or addendum, to cover us for all closing costs. We will have the right to apply all sums, received from you, to any amounts due and owed to us under the terms of this Agreement. If for any reason your check is returned for nonpayment, you will pay us a bad check charge of \$30 or, if less, the maximum charge allowed by law. We may make a profit on any fees, estimated tax payments and other charges paid under this Agreement.

3. **MAINTENANCE AND LOCATION OF EQUIPMENT; SECURITY INTEREST:** At your expense, you agree to keep the Equipment: (1) in good repair, condition and working order, in compliance with applicable manufacturers' and regulatory standards; (2) free and clear of all liens and claims; and (3) only at your address shown on page 1, and you agree not to move it unless we agree. As long as you have given us the written notice as required in paragraph 1 prior to the expiration or termination of this Agreement's term, if you do not purchase the Equipment, you will return all but not less than all of the Equipment and all related manuals and use and maintenance records to a location we specify, at your expense, in retail re-saleable condition, full working order and complete repair. You are solely responsible for removing any data that may reside in the Equipment you return, including but not limited to hard drives, disk drives or any other form of memory. You grant us a security interest in the Equipment to secure all amounts you owe us under any agreement with us, and you authorize us to file a financing statement (UCC-1). You will not change your state of organization, headquarters or residence without providing prior written notice to us so that we may amend or file a new UCC-1. You will notify us within 30 days if your state of organization revokes or terminates your existence.

4. **COLLATERAL PROTECTION; INSURANCE; INDEMNITY; LOSS OR DAMAGE:** You agree to keep the Equipment fully insured against risk and loss, with us as lender's loss payee, in an amount not less than the original cost until this Agreement is terminated. You also agree to obtain a general public liability insurance policy with such coverage and from such insurance carrier as shall be satisfactory to us and to include us as an additional insured on the policy. Your insurance policy(s) will provide for 10 days advance written notice to us of any modification or cancellation. You agree to provide us certificates or other evidence of insurance acceptable to us. If you fail to comply with this requirement within 30 days after the start of this Agreement, you agree to pay a monthly property damage surcharge ("PDS") of up to .0035 of the Equipment cost as a result of our credit risk and administrative and other costs, under the PDS program that is further described on a letter from us to you. We may make a profit on this program. Under this program, AS LONG AS YOU ARE NOT IN DEFAULT AT THE TIME OF A LOSS (excluding losses from intentional acts), the remaining balance owed on the subject Equipment will be forgiven. NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT. We are not responsible for, and you agree to hold us harmless and reimburse us for and to defend on our behalf against, any claim for any loss, expense, liability or injury caused by or in any way related to delivery, installation, possession, ownership, use, condition, inspection, removal, return or storage of the Equipment. You are responsible for the risk of loss or for any destruction of or damage to the Equipment. You agree to promptly notify us in writing of any loss or damage. If the Equipment is destroyed and you do not have the PDS program you will pay to us the unpaid balance of this Agreement, including any future rent to the end of the term plus the anticipated purchase price of the Equipment (both discounted at 3%). Any proceeds of insurance will be paid to us and credited, at our option, against any loss or damage. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to loss or damage to the Equipment. All indemnities will survive the expiration or termination of this Agreement.

5. **ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT, without our prior written consent.** Without our prior written consent, you shall not reorganize or merge with any other entity or transfer all or a substantial part of your ownership interests or assets. We may sell, assign, or transfer this Agreement without notice. You agree that if we sell, assign or transfer this Agreement, the new Lessor will have the same rights and benefits that we have now and will not have to perform any of our obligations. You agree that the new Lessor will not be subject to any claims, defenses, or offsets that you may have against us. You shall cooperate with us in executing any documentation reasonably required by us or our assignee to effectuate any such assignment. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective successors and assigns.

6. **DEFAULT AND REMEDIES:** You will be in default if: (a) you do not pay any Payment or other sum due to us or any other person when due or if you break any of your promises in this Agreement or any other agreement with us or any of our affiliates or any material agreement with any other lender, (b) you make or have made any false statement or misrepresentation to us, (c) you or any guarantor dies, dissolves or terminates existence, (d) there has been a material adverse change in your or any guarantor's financial, business or operating condition, or (e) any guarantor defaults under any guaranty for this Agreement. If any part of a Payment is more than 5 days late, you agree to pay a late charge of 10% of the Payment which is late or if less, the maximum charge allowed by law. If you are ever in default, at our option, we can terminate this Agreement and require that you pay the unpaid balance of this Agreement, including any future Payments to the end of the term plus the anticipated purchase price of the Equipment (both discounted at 3%). We may recover default interest on any unpaid amount at the rate of 12% per year. Concurrently and cumulatively, we may also use any or all of the remedies available to us under Articles 2A and 9 of the UCC and any other law, including requiring that you: (1) return the Equipment to us to a location we specify; and (2) immediately stop using any Financed Items. In addition, we will have the right, immediately and without notice or other action, to set-off against any of your liabilities to us any money, including depository account balances, owed by us to you, whether or not due. In the event of any dispute or enforcement of rights under this Agreement or any related agreement, you agree to pay our reasonable attorney's fees (including any incurred before or at trial, on appeal or in any other proceeding), actual court costs and any other collection costs, including any collection agency fee. If we have to take possession of the Equipment, you agree to pay the costs of repossession, moving, storage, repair and sale. The net proceeds of the sale of any Equipment will be credited against what you owe us under this Agreement. YOU AGREE THAT WE WILL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES FOR ANY DEFAULT, ACT OR OMISSION BY ANYONE. Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. You agree that your rights and remedies are governed exclusively by this Agreement. You waive all rights under Article 2A (508-522) of the UCC. If interest is charged or collected in excess of the maximum lawful rate, we will not be subject to any penalties.

7. **INSPECTIONS AND REPORTS:** We will have the right, at any reasonable time, to inspect the Equipment and any documents relating to its use, maintenance and repair. Within 30 days after our request, you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof. This may include: (i) compiled, reviewed or audited annual financial statements (including, without limitation, a balance sheet, a statement of income, a statement of cash flow, a statement of changes in equity and notes to financial statements) within 120 days after your fiscal year end, and (ii) management-prepared interim financial statements within 45 days after the requested reporting period(s). Annual statements shall set forth the corresponding figures for the prior fiscal year in comparative form, all in reasonable detail without any qualification or exception deemed material by us. Unless otherwise accepted by us, each financial statement submitted to us shall be prepared in accordance with generally accepted accounting principles consistently applied and shall fairly and accurately present your financial condition and results of operations for the period to which it pertains.

8. **FAXED OR SCANNED DOCUMENTS, MISC.:** You agree to submit the original duly-signed documents to us via overnight courier the same day of the facsimile or scanned transmission of the documents. Any faxed or scanned copy may be considered the original, and you waive the right to challenge in court the authenticity or binding effect of any faxed or scanned copy or signature thereon. You agree to execute any further documents that we may request to carry out the intents and purposes of this Agreement. All notices shall be mailed or delivered by facsimile transmission or overnight courier to the respective parties at the addresses shown on this Agreement or such other address as a party may provide in writing from time to time. By providing any telephone number, now or in the future, for a cell phone or other wireless device, you are expressly consenting to receiving communications, regardless of their purpose, at that number, including, but not limited to, prerecorded or artificial voice message calls, text messages, and calls made by an automatic dialing system from us and our affiliates and agents. These calls and messages may incur access fees from your provider.

9. **WARRANTY DISCLAIMERS:** YOU AGREE THAT YOU HAVE SELECTED THE SUPPLIER AND EACH ITEM OF EQUIPMENT BASED UPON YOUR OWN JUDGMENT AND YOU DISCLAIM ANY RELIANCE UPON ANY STATEMENTS OR REPRESENTATIONS MADE BY US. WE DO NOT TAKE RESPONSIBILITY FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. THE SUPPLIER IS NOT AN AGENT OF OURS AND WE ARE NOT AN AGENT OF THE SUPPLIER, AND NOTHING THE SUPPLIER STATES OR DOES CAN AFFECT YOUR OBLIGATION UNDER THIS AGREEMENT. YOU WILL CONTINUE TO MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST ANY SUPPLIER, LICENSOR OR MANUFACTURER, AND ANY FAILURE OF A SERVICE PROVIDER TO PROVIDE SERVICES WILL NOT EXCUSE YOUR OBLIGATIONS TO US UNDER THIS AGREEMENT. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, OF, AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR, MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE, CONDITION, QUALITY, ADEQUACY, TITLE, DATA ACCURACY, SYSTEM INTEGRATION, FUNCTION, DEFECTS, OR ANY OTHER ISSUE IN REGARDS TO THE EQUIPMENT, ANY ASSOCIATED SOFTWARE AND ANY FINANCED ITEMS.

10. **LAW, JURY WAIVER:** Agreements, promises and commitments made by Lessor, concerning loans and other credit extensions must be in writing, express consideration and be signed by Lessor to be enforceable. This Agreement may be modified only by written agreement and not by course of performance. This Agreement will be governed by and construed in accordance with Minnesota law. You consent to jurisdiction and venue of any state or federal court in Minnesota and waive the defense of inconvenient forum. For any action arising out of or relating to this Agreement or the Equipment, **YOU AND WE WAIVE ALL RIGHTS TO A TRIAL BY JURY.**





EQUIPMENT FINANCE

APPLICATION NO.

AGREEMENT NO.



Schedule "A"

This Schedule "A" is to be attached to and becomes part of the Agreement dated \_\_\_\_\_ by and between the undersigned and **U.S. Bank Equipment Finance**.

MAKE/MODEL NO./ACCESSORIES	SERIAL NO.	STARTING METER
Kyocera TASKalfa 8052ci Color Imaging Sysetm	VA76Z00129	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00264	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00246	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00320	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00195	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00312	0
Kyocera TASKalfa 7002i Imaging System	VAP6Y00282	0
Kyocera TASKalfa 5002i Imaging System	W346900555	0
Kyocera TASKalfa 5002i Imaging System	W346900520	0
Kyocera TASKalfa 5002i Imaging System	W346900610	0
Kyocera FS-4200DN Laser Printer	LPD6X62097	0
Kyocera FS-4200DN Laser Printer	LPD6X62611	0
FPI 2025 Folder Inserter	11DX7249	N/A
HP Designjet T2300	SG22M19006	0

together with all replacements, parts, repairs, additions, and accessions incorporated therein or attached thereto and any and all proceeds of the foregoing, including, without limitation, insurance recoveries.

CUSTOMER ACCEPTANCE

This Schedule "A" is hereby verified as correct by the undersigned Customer, who acknowledges receipt of a copy.

Colusa Unified School District

CUSTOMER

SIGNATURE

TITLE

DATED



EQUIPMENT FINANCE

## STATE AND LOCAL GOVERNMENT ADDENDUM

AGREEMENT #

Addendum to Agreement # , dated 02/23/17, between Colusa Unified School District, as Customer and U.S. Bank Equipment Finance, a division of U.S. Bank National Association, as Lessor.

The parties wish to amend the above-referenced Agreement to add the following language:

**REPRESENTATIONS AND WARRANTIES OF CUSTOMER:** Customer hereby represents and warrants to Lessor that: (a) Customer has been duly authorized by the Constitution and laws of the applicable jurisdiction and by a resolution of its governing body (which resolution, if requested by Lessor, is attached hereto), to execute and deliver the Agreement and to carry out its obligations hereunder; (b) All legal requirements have been met, and procedures have been followed, including public bidding, in order to ensure the enforceability of the Agreement; (c) The Agreement is in compliance with all laws applicable to Customer, including any debt limitations or limitations on interest rates or finance charges; (d) The Equipment will be used by Customer only for essential governmental or proprietary functions of Customer consistent with the scope of Customer's authority and will not be used in a trade or business of any person or entity, by the federal government or for any personal, family or household use; Customer's need for the Equipment is not expected to diminish during the term of the Agreement; (e) Customer has funds available to pay contracted Payments until the end of its current appropriation period, and it intends to request funds to make contracted Payments in each appropriation period, from now until the end of the term of the Agreement; (f) Customer's exact legal name is as set forth on page one of the Agreement; and (g) Customer will not change its legal name in any respect without giving thirty (30) days prior written notice to Lessor.

**NON-APPROPRIATION:** If either sufficient funds are not appropriated to make contracted Payments under the Agreement or (to the extent required by applicable law) the Agreement is not renewed, the Agreement shall terminate and Customer shall not be obligated to make contracted Payments under the Agreement beyond the then-current fiscal year for which funds have been appropriated. Upon such an event, Customer shall, no later than the end of the fiscal year for which contracted Payments have been appropriated, deliver possession of the Equipment to Lessor. If Customer fails to deliver possession of the Equipment to Lessor, the termination shall nevertheless be effective but Customer shall be responsible for the payment of damages in an amount equal to the portion of contracted Payments thereafter coming due that is attributable to the number of days after the termination during which the Customer fails to deliver possession and for any other loss suffered by Lessor as a result of Customer's failure to deliver possession as required. Customer shall notify Lessor in writing within seven (7) days after either the failure of the Customer to appropriate funds sufficient for the payment of the contracted Payments or (to the extent required by applicable law) the Agreement is not renewed, but failure to provide such notice shall not operate to extend the Agreement term or result in any liability to Customer.

**ENTIRE AGREEMENT:** Customer agrees that the terms and conditions of the Agreement and any supplement or schedule thereto and any related acceptance certificate constitutes the entire agreement regarding the financing or lease of the Equipment and supersedes any purchase order, invoice, request for proposal or other document.

The parties wish to amend the above-referenced Agreement by restating the following:

Any provision in the Agreement stating that the Agreement shall automatically renew unless the Equipment is purchased, returned or a notice requirement is satisfied is hereby amended and restated as follows: "This Agreement will renew for month-to-month terms unless you purchase or return the Equipment (according to the conditions herein) or send us written notice at least 30 days (before the end of any term) that you do not want it renewed."



Any provision in the Agreement stating that you grant us a security interest in the Equipment to secure all amounts owed to us under any agreement is hereby amended and restated as follows: "To the extent permitted by law, you grant us a security interest in the Equipment to secure all amounts you owe us under this Agreement, and you authorize us to file a financing statement (UCC-1) or be named on the vehicle title to show our interest."

Any provision in the Agreement stating that you shall indemnify and hold us harmless is hereby amended and restated as follows: "You shall not be required to indemnify or hold us harmless against liabilities arising from the Agreement. However, as between you and us, and to the extent permitted by law and legally available funds, you shall bear the risk of loss for, shall pay directly, and shall defend against any and all claims, liabilities, proceedings, actions, expenses, damages or losses arising under or related to the Equipment, including, but not limited to, the possession, ownership, lease, use or operation thereof, except that you shall not bear the risk of loss of, nor pay for, any claims, liabilities, proceedings, actions, expenses, damages or losses that arise directly from events occurring after you have surrendered possession of the Equipment in accordance with the terms of the Agreement to us or that arise directly from our gross negligence or willful misconduct."

Any provision in the Agreement stating that a default by you under any agreement with our affiliates or other lenders shall be an event of default under the Agreement is hereby amended and restated as follows: "You will be in default if: (a) you do not pay any Payment or other sum due to us under the Agreement when due or if you fail to perform in accordance with the covenants, terms and conditions of this Agreement, (b) you make or have made any false statement or misrepresentation to us, (c) you or any guarantor dies, dissolves or terminates existence, (d) there has been a material adverse change in your or any guarantor's financial, business or operating condition, or (e) any guarantor defaults under any guaranty for this Agreement."

Any provision in the Agreement requiring you to pay amounts due under the Agreement upon the occurrence of a default, failure to appropriate funds or failure to renew the Agreement is hereby amended to limit such requirement to the extent permitted by law and legally available funds.

Any provision in the Agreement stating that the Agreement is governed by a particular state's laws and you consent to such jurisdiction and venue is hereby amended and restated as follows: "This Agreement will be governed by and construed in accordance with the laws of the state where Customer is located. You consent to jurisdiction and venue of any state or federal court in such state and waive the defense of inconvenient forum."

By signing this Addendum, Customer acknowledges the above changes to the Agreement and authorizes Lessor to make such changes. In all other respects, the terms and conditions of the Agreement remain in full force and effect and remain binding on Customer.

**U.S. Bank Equipment Finance**

\_\_\_\_\_  
Lessor


\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Colusa Unified School District**

\_\_\_\_\_  
Customer

**X**   
Signature

  
Title

02/23/2017

\_\_\_\_\_  
Date

NOTE: SIGNER OF THIS DOCUMENT MUST BE SAME AS ON THE AGREEMENT. A FACSIMILE OF THIS DOCUMENT WITH SIGNATURE SHALL BE CONSIDERED TO BE AN ORIGINAL. CAPITALIZED TERMS IN THIS DOCUMENT ARE DEFINED AS IN THE AGREEMENT, UNLESS SPECIFICALLY STATED OTHERWISE.

in accordance with this Agreement. If there are Disputes by or against multiple parties, some of which are not subject to this Agreement, the Parties shall sever the Disputes subject to this Agreement and resolve them in accordance with this Agreement.

8. During the pendency of any Dispute which is submitted to judicial reference in accordance with this Agreement, each of the Parties to such Dispute shall bear equal shares of the fees charged and costs incurred by the referee in performing the services described in this Agreement. The compensation of the referee shall not exceed the prevailing rate for like services. The prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the Referee.

9. In the event of any challenge to the legality or enforceability of this Agreement, the prevailing Party shall be entitled to recover the costs and expenses from the non-prevailing Party, including reasonable attorneys' fees, incurred by it in connection therewith.

10. THIS AGREEMENT CONSTITUTES A "REFERENCE AGREEMENT" BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.

**IN WITNESS WHEREOF**, Lessor/Secured Party and Customer have each caused this California Judicial Reference Agreement to be duly executed as of \_\_\_\_\_, 20\_\_.

**Colusa Unified School District**


\_\_\_\_\_  
Lessor/Secured Party

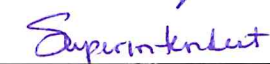
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Customer

**X**   
Signature

  
Title

02/23/2017  
Date

NOTE: SIGNER OF THIS DOCUMENT MUST BE SAME AS ON THE AGREEMENT. A FACSIMILE OF THIS DOCUMENT WITH SIGNATURE SHALL BE CONSIDERED TO BE AN ORIGINAL. CAPITALIZED TERMS IN THIS DOCUMENT ARE DEFINED AS IN THE AGREEMENT, UNLESS SPECIFICALLY STATED OTHERWISE.





EQUIPMENT FINANCE

## CALIFORNIA JUDICIAL REFERENCE AGREEMENT

AGREEMENT #

This California Judicial Reference Agreement ("**Agreement**") is entered into in connection with any existing financing ("**Financing**") provided by US Bank ("**Lessor/Secured Party**") to Colusa Unified School District ("**Customer**") evidenced, secured and/or supported by one or more leases, loan agreements, notes, security agreements, guaranties, and/or other documents, together with any and all schedules and riders thereto and any and all other agreements executed and delivered by Customer in connection therewith, being hereinafter referred to as the "**Financing Documents**."

For good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto (collectively, the "**Parties**") agree as follows:

1. Any and all disputes, claims and controversies arising out of the Financing Documents or the transactions contemplated thereby (including, but not limited to, actions arising in contract or tort and any claims by a Party against Lessor/Secured Party related in any way to the Financing) (individually, a "Dispute") that are brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Agreement in lieu of the jury trial waivers otherwise provided in the Financing Documents.
2. Any and all Disputes shall be heard by a referee and resolved by judicial reference pursuant to California Code of Civil Procedure Sections 638 et seq.
3. The referee shall be a retired California state court judge or an attorney licensed to practice law in the State of California with at least ten (10) years' experience practicing commercial law. The Parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all Parties.
4. If the Parties are unable to agree upon a referee within ten (10) calendar days after one Party serves a written notice of intent for judicial reference upon the other Party or Parties, then the referee will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).
5. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.
6. Nothing in this Agreement shall be deemed to apply to or limit the right of Lessor/Secured Party (a) to exercise self help remedies such as (but not limited to) setoff, (b) to foreclose judicially or nonjudicially against any real or personal property collateral, or to exercise judicial or nonjudicial power of sale rights, (c) to obtain from a court provisional or ancillary remedies (including, but not limited to, injunctive relief, a writ of possession, prejudgment attachment, a protective order or the appointment of a receiver), or (d) to pursue rights against a Party in a third-party proceeding in any action brought against Lessor/Secured Party (including actions in bankruptcy court). Lessor/Secured Party may exercise the rights set forth in the foregoing clauses (a) through (d), inclusive, before, during or after the pendency of any judicial reference proceeding. Neither the exercise of self help remedies nor the institution or maintenance of an action for foreclosure or provisional or ancillary remedies or the opposition to any such provisional remedies shall constitute a waiver of the right of any Party, including, but not limited to, the claimant in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies. No provision in the Financing Documents regarding submission to jurisdiction and/or venue in any court is intended or shall be construed to be in derogation of the provisions in any Financing Document for judicial reference of any of Dispute.
7. If a Dispute includes multiple claims, some of which are found not subject to this Agreement, the Parties shall stay the proceedings of the Disputes or part or parts thereof not subject to this Agreement until all other Disputes or parts thereof are resolved

NOTE: SIGNER OF THIS DOCUMENT MUST BE SAME AS ON THE AGREEMENT. A FACSIMILE OF THIS DOCUMENT WITH SIGNATURE SHALL BE CONSIDERED TO BE AN ORIGINAL. CAPITALIZED TERMS IN THIS DOCUMENT ARE DEFINED AS IN THE AGREEMENT, UNLESS SPECIFICALLY STATED OTHERWISE.

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: **Colusa Unified School District**

School District (or Charter School) Address: **745 10<sup>th</sup> Street, Colusa, CA 95932**

County-District Code: **06-61598**

County Name: **Colusa**

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Office of Principal Apportionment and Special Education  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.



**SCHOOL CLOSURE**

Nature of Emergency (describe):

When the Oroville Dam emergency evacuations began on Sunday evening, February 12, 2017, Colusa County Fairgrounds was erroneously listed in multiple media outlets as a site prepared to receive evacuees. The CUSD Superintendent, Mr. Dwayne Newman contacted the Colusa County Sheriff's Office, and the Colusa County Superintendent of Schools, Mr. Michael West. Mr. Newman was informed that, given the number of people being evacuated, it was possible CUSD schools would be needed as additional shelter sites. (It was specifically mentioned that the school gymnasiums might be needed for dormitories and the kitchens for food preparation.) Additionally, almost 40% of the CUSD instructional staff commute in from the Chico, Oroville, Yuba City areas. Given the traffic congestion and chaos occurring that evening, and considering the possible presence of evacuees being housed and fed in the schools, Mr. Newman determined the best course of action was to call off school for the following day; Monday, February 13, 2017.

Name of School(s): **All Schools**  
(if request covers all schools, write "all schools")

School Code(s):

**06-61598-6003495**  
**06-61598-6057125**  
**06-61598-0631259**  
**06-61598-0630012**  
**06-61598-0630046**

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

**Monday, February 13, 2017**

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years: **Zero (0)**

## MATERIAL DECREASE

Nature of Emergency (describe):

Name of School:  
(if request covers all schools, write "all schools")

School Code(s):

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) \_\_\_\_\_ during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October or May ADA): \_\_\_\_\_ students per day.  
Estimated daily attendance multiplied by number of days of material decrease, yields \_\_\_\_\_ days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):  
ADA for school month beginning on \_\_\_\_\_, 2\_\_\_\_ and ending on \_\_\_\_\_, 2\_\_\_\_.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance
------	------	-------------------

## LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with \_\_\_\_\_, 2\_\_\_\_ , up to and including, \_\_\_\_\_, 2\_\_\_\_.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

### AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the Colusa Unified school district, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Ms. Kathie Whitesell

Ms. Kelli Griffith-Garcia

Mr. Chales Yerxa

Mr. Michael Phenicie

Ms. Melissa Yerxa-Ortiz

Printed Names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this 14th day of February, 2017.

Signature, Title \_\_\_\_\_, CUSD Superintendent  
of Colusa County, California

Contact/Individual responsible for preparing this form:

Name: Dwayne Newman Title: Superintendent

Phone: 530.458.7791 Fax : 530.458.4030 E-mail: [DNewman@colusa.k12.ca.us](mailto:DNewman@colusa.k12.ca.us)

### AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_

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

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_  
of \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax : \_\_\_\_\_ E-mail: \_\_\_\_\_

**AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the \_\_\_\_\_  
 \_\_\_\_\_ charter school, hereby swear (or affirm) that the foregoing  
 statements are true and are based on official district records.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Printed Names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax : \_\_\_\_\_ E-mail: \_\_\_\_\_

**Approval by Superintendent of Authorized Local Educational Agency (LEA)**

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ (LEA).

**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct  
 to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_

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

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ County, California

Contact/Individual responsible for preparing this form:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax : \_\_\_\_\_ E-mail: \_\_\_\_\_

**INJURY & ILLNESS PREVENTION PROGRAM**

**FOR**

**COLUSA UNIFIED SCHOOL DISTRICT**

**March 2017**

# INJURY & ILLNESS PREVENTION PROGRAM FOR COLUSA UNIFIED SCHOOL DISTRICT

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## **INTRODUCTION**

In order to maintain a safe and healthful work environment the Colusa Unified School District has developed this Injury & Illness Prevention Program for all employees to follow. This document describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Colusa Unified School District.

## **GOALS**

Diligent implementation of this program will reap many benefits for Colusa Unified School District. Most notably it will:

1. Protect the health and safety of employees. Decrease the potential risk of disease, illness, injury, and harmful exposures to district personnel.
2. Reduce workers' compensation claims and costs.
3. Improve efficiency by reducing the time spent replacing or reassigning injured employees, as well as reduce the need to find and train replacement employees.
4. Improve employee morale and efficiency as employees see that their safety is important to management.
5. Minimize the potential for penalties assessed by various enforcement agencies by maintaining compliance with Health and Safety Codes.

## **STATUTORY AUTHORITY**

- ◆ 29 CFR 1910:1200 OSHA
- ◆ California Labor Code Section 6401.7.
- ◆ California Code of Regulations Title 8, Sections 1509 and 3203.

## **RESPONSIBILITY**

The ultimate responsibility for establishing and maintaining effective environmental health and safety policies specific to district facilities and operations rests with Colusa Unified. General policies, which govern the activities and responsibilities of the Injury & Illness Prevention Program, are established under the superintendent's (his or her) final authority.

It is the responsibility of Site Administrators Supervisors and Managers to develop procedures, which ensure effective compliance with the Injury & Illness Prevention Program, as well as other health and safety policies related to operations under their control.

Site Administrators, Supervisors and Managers, are responsible for enforcement of this Program among the employees under their direction by carrying out the various duties outlined herein, setting



acceptable safety policies and procedures for each employee to follow and ensuring that employees receive the general safety training. Each Site Administrator, Supervisor, and Manager must also ensure that appropriate job specific safety training is received, and that safety responsibilities are clearly outlined in the job descriptions, which govern the employees under their direction. Supervising others also carries the responsibility for knowing how to safely accomplish the tasks assigned each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance.

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area, as well as those identified in this Program. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors.

The superintendent is responsible for developing and managing this Injury & Illness Prevention Program.

## **COMPLIANCE**

Compliance with this Injury & Illness Prevention Program will be achieved in the following manner:

1. Site Administrators, Supervisors, and Managers will set positive examples for working safely and require that all staff under their direction work safely.
2. Site Administrators, Supervisors, and Managers will use all disciplinary procedures available to them to ensure that employees follow established safety policies and procedures. Performance evaluations, verbal counseling, written warnings, and other forms of disciplinary action are available.
3. Site Administrators, Supervisors, and Managers will identify the resources necessary to provide a safe work environment for their employees and include them in budget requests.
4. Site Administrators, Supervisors, and Managers will establish appropriate means of recognition for employees who demonstrate safe work practices.

Colusa Unified School District has developed this comprehensive Injury & Illness Prevention Program to enhance the health and safety of its employees.

## **HAZARD IDENTIFICATION**

A health and safety inspection program is essential in order to reduce unsafe conditions, which may expose employees to incidents that could result in personal injuries or property damage. It is the responsibility of Colusa Unified to ensure that appropriate, systematic safety inspections are conducted periodically.

### ***Scheduled Safety Inspections***

Upon initial implementation of this Program, inspections of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

Thereafter, safety inspections will be conducted at the frequency described below:

1. Annual inspections of all office areas will be conducted to detect and eliminate any hazardous conditions that may exist.
2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, gymnasiums, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.

### ***Unscheduled Safety Inspections***

1. Additional safety inspections will be conducted whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.
2. Superintendent will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.

## **ACCIDENT INVESTIGATIONS**

Superintendents, Site Administrators, Supervisors, and Managers will investigate all accidents, injuries, occupational illnesses, and near-miss incidents to identify the root cause. Appropriate repairs or procedural changes will be implemented promptly to correct the hazards implicated in these events.

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form and District Accident Investigation Form available at the District Office or school site.

## **HAZARD CORRECTION**

All hazards identified will be promptly investigated and alternate procedures implemented as indicated. The District recognizes that hazards range from imminent dangers to hazards of relatively low risk. Corrective actions or plans, including suitable timetables for completion, are the responsibility of the Site Administrator or Superintendent.

## **TRAINING**

Effective dissemination of safety information lies at the very heart of a successful Injury & Illness Prevention Program. All employees must be trained in general safe work practices. In addition, specific instruction with respect to hazards unique to each employee's job assignment will be provided.

### ***General Safe Work Practices***

At a minimum, all employees will be trained in the following:

1. Fire Safety, Evacuation, and Emergency Procedures
2. Hazard Communication (Use of Safety Data Sheets)
3. Bloodborne Pathogens
4. Injury & Illness Prevention Program

### ***Specific Safe Work Practices***

In addition to this general training, each employee will be instructed how to protect themselves from the hazards specific to their individual job duties. At a minimum this entails how to use workplace equipment, safe handling of hazardous materials and use of personal protective equipment. Training must be completed before beginning to work on assigned equipment, and whenever new hazards or changes in procedures are implemented.

The Superintendent is responsible for providing Site Administrators, Supervisors, and Managers with the training necessary to familiarize themselves with the safety and health hazards their employees are exposed to.

It is the responsibility of each Site Administrator, Supervisor, and Manager to know the hazards related to his/her employee's job tasks, and ensure they receive appropriate training.

1. Supervisors will ensure that all employees receive general and job-specific training prior to initial or new job assignments.
2. Supervisors will ensure that employees are trained whenever new substances, processes, procedures or equipment are introduced to the workplace which may create new hazards. Training must also be given when new or previously unrecognized hazards are brought to a supervisor's attention.
3. All training will be documented and kept in employee files. The attached Employee Training Checklist Form (or equivalent) will be used for this purpose.

## **COMMUNICATION**

Effective two-way communication, which involves employee input on matters of workplace safety, is essential to maintaining an effective Injury & Illness Prevention Program. To foster better safety communication the following guidelines will be implemented:

The department will use an Employee Bulletin Board for posting information on safety in a location accessible to all employees. Changes in protocol, safety bulletins, accident statistics, training announcements, and other safety information will be posted, as they become available.

Site Administrators, Managers, and Supervisors will provide time at periodic staff meetings to discuss safety topics. Status reports will be given on safety inspections, hazard correction projects, and accident investigation results, as well as feedback to previous employee suggestions. Employees will be encouraged to participate and give suggestions without fear of reprisal. The attached attendance sheet should be used to document attendance and topics covered. Additional communication methods to be used are:

\_\_\_\_\_ Posters      \_\_\_\_\_ Meetings      \_\_\_\_\_ Manuals  
\_\_\_\_\_ Newsletters      \_\_\_\_\_ Bulletins      \_\_\_\_\_ Warning Labels

Other, please specify:

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Employees are encouraged to bring to the District's attention any potential health or safety hazard that may exist in the work area. The attached Employee Safety Recommendation form (or equivalent) can be used for this purpose. These forms are available in the District Office and at each school site.

Supervisors will follow up all suggestions and investigate the concerns brought up through these communication methods. Feedback to the employees is critical, and must be provided for effective two-way communication.

*Compliance will be reinforced by:*

\_\_\_\_\_ Appropriate comments on performance evaluations.

Other, please specify:

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*Non-compliance will be addressed by:*

\_\_\_\_\_ An immediate discussion between the supervisor and the employee who is discovered working in an unsafe manner.

\_\_\_\_\_ Appropriate disciplinary action up to dismissal.

Other, please specify:

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The District will pursue readily understandable health and safety communications for all affected employees.

### **DOCUMENTATION**

Many standards and regulations of Cal/OSHA contain requirements for the maintenance and retention of records for occupational injuries and illnesses, medical surveillance, exposure monitoring, inspections and other activities relevant to occupational health and safety. To comply with these regulations, as well as to demonstrate that the critical elements of this Injury & Illness Prevention Program are being implemented, the following records will be kept on file in the District Office or school site for at least the length of time indicated below:

1. Copies of all IIPP Safety Inspection Forms. Retain 5 years.
2. Copies of all Accident Investigation Forms. Retain 5 years.
3. Copies of all Employee Training Checklists and related Training Documents. Retain for duration of each individual's employment.
4. Copies of all Safety Meeting Agendas. Retain 5 years.

The District will ensure that these records are kept in their files, and present them to Cal/OSHA or other regulatory agency representatives if requested. A review of these records will be conducted by the Superintendent during routine inspections to measure compliance with the Program.

A safe and healthy workplace must be the goal of everyone at Colusa Unified School District, with responsibility shared by management and staff alike. If you have any questions regarding this Injury & Illness Prevention Program, please contact the District Office at 530-458-7791.

**APPENDIX A**

**ACCIDENT INVESTIGATION CHECKLIST**

## ACCIDENT INVESTIGATION CHECKLIST

When you are involved in an accident investigation, the notes you take will be important to determine what happened and to give clues for avoiding future incidents. The information that you record should focus on **who, what, when, where, how**, and **why** facts of the accident. This list of sample questions that you may need to ask during an investigation will help you document many aspects of the accident scene.

### Who...

- ☐ Was involved in the accident?
- ☐ Was injured?
- ☐ Witnessed the accident?
- ☐ Reported the accident?
- ☐ Notified emergency medical services personnel?

### What...

- ☐ Happened?
- ☐ Company property was damaged?
- ☐ Evidence was found?
- ☐ Was done to secure the accident scene?
- ☐ Was done to prevent the recurrence of the accident?
- ☐ Level of medical care did the victims require?
- ☐ Was being done at the time of the accident?
- ☐ Tools were being used?
- ☐ Was the employee told to do?
- ☐ Machine was involved?
- ☐ Operation was being performed?
- ☐ Instructions had been given?
- ☐ Precautions were necessary?
- ☐ Protective equipment should have been used?
- ☐ Did others do to contribute to the accident?
- ☐ Did witnesses see?
- ☐ Safety rules were violated?
- ☐ Safety rules were lacking?
- ☐ New safety rules or procedures are needed?

### When...

- ☐ Did the accident happen?
- ☐ Was it discovered?
- ☐ Was the accident reported?
- ☐ Did the employee begin the task?
- ☐ Were the hazards pointed out to the employee?
- ☐ Did the Supervisor last check the employee's progress?

**Where...**

- θ Did the accident happen?
- θ Was the employee's Supervisor when the accident occurred?
- θ Were co-workers when the accident occurred?
- θ Were witnesses when the accident occurred?
- θ Does this condition exist elsewhere in the facility?
- θ Is the evidence of this investigation going to be kept?

**How...**

- θ Did the accident happen?
- θ Was the accident discovered?
- θ Were employees injured?
- θ Was the equipment damaged?
- θ Could the accident have been avoided?
- θ Could the Supervisor have prevented the accident from happening?
- θ Could co-workers avoid similar accidents?

**Why...**

- θ Did the accident happen?
- θ Were employees injured?
- θ Did the employees behave that way?
- θ Was protective equipment not used?
- θ Weren't specific instructions given to the employee?
- θ Was the employee in that specific position or place?
- θ Was the employee using that machine or those tools?
- θ Didn't the employee check with the supervisor?
- θ Was the Supervisor not there at the time?



**APPENDIX B**

**EMPLOYEE SAFETY RECOMMENDATION FORM**

**COLUSA UNIFIED SCHOOL DISTRICT**

**EMPLOYEE SAFETY RECOMMENDATION FORM**

LOCATION:	Classroom / Area
-----------	------------------

Principal / Supervisor:
-------------------------

DATE:
-------

IDENTIFICATION OF SAFETY OR HEALTH HAZARD	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

SUGGESTION FOR ABATEMENT OF THE SAFETY OR HEALTH HAZARD	
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**DO NOT WRITE BELOW THIS LINE**

Date complaint was investigated:
----------------------------------

Investigated by:
------------------

Action taken:
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Date Action was reported to the employee:
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Comments:
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**APPENDIX C**

**OFFICE SAFETY INSPECTION CHECKLIST**

## COLUSA UNIFIED SCHOOL DISTRICT

### OFFICE SAFETY INSPECTION CHECKLIST

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

#### ADMINISTRATION AND TRAINING

- | Yes                   | No                    | N/A                   |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Does the department have a written Injury & Illness Prevention Plan? Are all departmental safety records maintained in a centralized file for easy access? Is it current?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Have all of the employees attended an IIPP training class? If not, what percentage has received training?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Does the department have a completed Emergency Action Plan? Percentage completed? Is training being provided to employees on its contents?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Are chemical products used in the office? (Are Safety Data Sheets maintained?)   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Are the Cal/OSHA Information Poster, Workers' Compensation Bulletin, Annual Accident Summaries (must be posted during February, at a minimum) and Emergency Response Guide flipchart posted? Is the Safety Briefs newsletter being sent to the area? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Are annual workplace inspections being performed? Are records being maintained?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Has there been any employee accidents from this department? Are there Accident Investigation Reports completed for each accident? BM   |

#### GENERAL SAFETY

- |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Are all exits, fire alarms, pullboxes, extinguishers, sprinklers, and fire notification devices clearly marked and unobstructed?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Are all aisles/corridors unobstructed to allow unimpeded evacuations?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Is a clearly identified, charged, currently inspected and tagged, wall-mounted fire extinguisher available within 75 feet of all work areas? (No empty wall hooks, charge needles in the red, missing plastic pin tabs or extinguishers on the floor.) |

### GENERAL SAFETY (CONTINUED)

- | Yes                   | No                    | N/A                   |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Are ergonomic issues being addressed for administrative personnel using computers?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Is a fully stocked first-aid kit available? Do all employees in the area know its location?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Are all cabinets, shelves, or furniture above 5 feet in height secured to prevent toppling during an earthquake?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Are all books and supplies stored so as not to fall during an earthquake? (Store heavy items low to the floor, shelf lips on shelves above work areas.) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Is the office kept clean of trash and other recyclable materials removed promptly?  |

### ELECTRICAL/MECHANICAL SAFETY

- |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Are all plugs, cords, electrical panels, and receptacles in good condition (no exposed conductors or broken insulation)?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Are all circuit breaker panels accessible with each breaker appropriately labeled?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Are fused power strips being used in lieu of receptacle adapters? Are additional outlets needed in some areas?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Is lighting adequate throughout the work environment?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Are extension cords being used correctly? (They must not be run through walls, doors, ceilings; not represent a trip hazard running across aiseways; not to be used as a permanent source of electrical supply--use fused outlet strips or have additional outlets installed; not to be linked together. No "thin" zip cords.) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 21. Are portable electric heaters being used? (If so, use fused power strips and locate away from combustible materials.)  |

### Comments

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**APPENDIX D**

**CLASSROOM INSPECTION CHECKLIST**

## CLASSROOM INSPECTION CHECKLIST

**WORKSITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BUILDING:** \_\_\_\_\_ **ROOM:** \_\_\_\_\_

**NAME:** \_\_\_\_\_

**Instructions:** Check each item below as "Satisfactory or "Unsatisfactory." Add any pertinent comments and the location of hazards in the space provided for each item checked "Unsatisfactory."

	Satisfactory	Unsatisfactory	N/A	Comment/Location
<b>FLOORS</b>				
No wet/slip, fall hazard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No trip hazard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No cords across walkway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>STAIRS - RAMPS</b>				
Lighting adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Non-slip surface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Handrails - available and secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>GENERAL SAFETY</b>				
No Aisles Obstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Area free of falling hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid material available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency Lighting functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting okay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ladders/Stools in good condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Housekeeping is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency phone numbers posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>FIRE EQUIPMENT/EXITS</b>				
Fire extinguishers accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire extinguishers - tagged, serviced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exits - properly illuminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exits clear and unobstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>FIRE HAZARDS</b>				
Flammable aerosols and liquids - Stored and handled properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Storage areas labeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No Defective electrical cords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ELECTRICAL HAZARDS</b>				
Cords are put away after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No improper use of extension cords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No energized extension cords without Load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outlets at sinks are GFI Protected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All outlet and switch covers in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical panels are unobstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>HAZARDOUS MATERIALS</b>				
SDS's available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Containers properly labeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Containers properly stored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>OTHER (Use this space for additional comments)</b>				

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Inspector's signature

### **INSTRUCTION FOR COMPLETING THE INSPECTION**

#### **FLOORS:**

Look for source of continual slip fall hazards such as leaking doorways, water draining from under sinks, refrigerators or other equipment.

Look for trip hazards such as buckling or torn carpet, or cords across walkways.

#### **STAIRS AND RAMPS**

Look at outside of immediate work area and surrounding areas frequently used. Look to see if ramps are outlined to indicate change in elevation.

Check if stair edges are chipped or rounded off making it easy to slip of the edge of steps.

Check if hand rails are secure and not loose.

Look at outside of immediate work area and surrounding areas for adequate lighting at stairs and ramps.

#### **GENERAL SAFETY**

Check if top of bookshelves or cabinets are overloaded with stored items. If so remove items.

Check if stack of store items are stable. If not remove unstable stacks.

Remove or make secure any stored items that may fall and hit students or employees in the event of an earthquake.

Check the location of the nearest First Aid Station. Check if the Station is properly stocked.



Ask custodial or administration staff for the location of the emergency lighting in the immediate work area or surrounding areas. Most emergency lighting will be in the interior halls or windowless rooms.

Ask custodial or administration staff how to test battery operated emergency lighting in the area.

Check light fixtures for any exposed wires, any flickering (may indicate an electrical short), any smoking or odor.

Check stools and step ladders for stability. All rubber feet should be in place to prevent slipping. There should be no bend parts. Damaged stools and ladder should be removed from use immediately. NEVER USE THE TOP STEP!!!!

All areas should be neat and orderly. Hallway should not be used for storage. Walkway should be clear of trip fall or slip fall hazards.

Emergency phone numbers for the local contact in addition to 911 should be posted in the classrooms.

Check with the local administration staff for emergency procedures.

### **FIRE EQUIPMENT/EXITS**

Know the location of the nearest fire extinguisher.

No items should be hung on or block fire extinguishers.

Fire extinguishers should be hung in a easily accessible location approximately 5 feet above the floor.

The location of the fire extinguisher should be marked with a sign.

Check the fire extinguisher tag to see if it has been serviced within the last year. If it has not, the extinguisher is in need of service.

Check the pressure gauge to see if the needle is in the green area of the gauge. If it is not, the extinguisher is in need of service.

Check if exits are marked with exit signs.

Check if the natural light during normal operating hours provides enough light to illuminate the exit sign in the event of a power failure. If not the exit sign should be battery powered.

Remove any obstructions from the exits.

## **FIRE HAZARDS**

Remove any flammable aerosols and liquids from the classrooms.

Flammable aerosols and liquids should be stored in a flammable liquid storage cabinet in the custodian area only.

Check for any frayed, cut or otherwise damaged electrical cord. If a light or appliance has a damaged cord, the light or appliance should be removed from the classroom.

## **ELECTRICAL HAZARDS**

Extension cord should not be used for permanent power to equipment; additional permanent electrical outlets should be provided.

Eliminate use of multiple extension cords and surge bars.

Never use multiple extension cords and surge bars end to end.

Check that extension cords are unplugged when there are no appliance or equipment attached.

Check if all electrical outlets at sinks are equipped with GFI, that is “Test” and “Reset” buttons. Push the “Test” and “Reset” buttons to see if they work. When the “Test” button is pushed there should be no electrical power to the outlet. After testing, push the “Reset” button to resume power to the outlet.

Check that all outlet and switch plate covers are in place and not broken thereby exposing live electrical wires.

Check that the electrical panel is not blocked by signs or art work and the panel is easily accessible to emergency response personnel.

## **HAZARDOUS MATERIALS**

There should be no hazardous materials (cleaning supplies, commercial paints, solvents, etc.) in the classrooms.

Hazardous materials should be stored in the custodial areas.

Safety Data Sheets (SDS) should be in a predetermined location for all hazardous materials.

All containers, especially secondary containers (containers used for smaller amounts of materials) should be clearly labeled with the content name. EVEN WATER!!!

**APPENDIX E**

**FACILITY SAFETY INSPECTION CHECKLIST**

## COLUSA UNIFIED SCHOOL DISTRICT

### FACILITY SAFETY INSPECTION CHECKLIST

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

#### ADMINISTRATION AND TRAINING

- | Yes                   | No                    | N/A                   |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Have all employees received General Safety Training (fire, earthquake, VDTs, lifting, emergency evacuation, etc.)? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Are all employees familiar with the use of SDSs?   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Have all employees been instructed in how to operate the equipment they are required to use?                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Have all employees been trained in how to protect themselves from the hazards identified in their work area?       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Are all employees current on any specialized training (lockout, confined space, respirators, etc.) needed?         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Are all training records up to date for each employee? BM  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Do all employees have access to the Departmental Emergency Action Plan and know their responsibilities?            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Is the Cal/OSHA information poster, Workers' Compensation Bulletin and Annual Injury & Illness Summaries posted?   |

#### FIRE SAFETY

- |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Are all fire exits clearly marked and unobstructed?  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Is trash, debris, and oily rags removed from the shop daily? Are metal cans available for storage of oily rags?     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Are all aisles cleared for at least a 44-inch pathway and building exit corridors completely clear for safe egress? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Are all flammable solvents in excess of 10 1-gallon containers stored in approved flammable storage cabinets?       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Are spray-painting operations, which employ flammable materials, conducted inside spray booths?                     |

### **FIRE SAFETY (continued)**

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Are flammable and combustible materials stored at least 25 feet away from heat or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Are flammable gas cylinders are stored at least 25 feet away from oxygen cylinders or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Are fire separators intact (no holes in firewalls, no doors to exit corridors propped open, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Are charged, wall-mounted fire extinguishers (of the appropriate type) available within 75 feet of all workstations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Are employee workstations arranged to be comfortable without unnecessary strain on backs, arms, necks, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Is there an inspection card attached to each fire extinguisher and are monthly inspections properly documented?

### **ELECTRICAL SAFETY**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Are all plugs, cords, panels, and receptacles in good condition (no exposed conductors or broken insulation)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Are all circuit breaker panels accessible with labels identifying each switch's function?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Are plug adapters banned? (Install additional outlets or properly rated fused power strips in lieu of plug adapters.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Is permanent building wiring installed away from public contact (in conduit, raceways, or walls)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Are Ground Fault Circuit Interrupters available for use in wet areas?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Are the wheels on rolling files or other mobile equipment free from binding when rolled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Are extension cords in use? (These are not to be run through walls, ceilings, or doors, and are not safe for permanent equipment. Unplug extension cords daily or replace with fused power strips if current demand is within the strip's rating; otherwise, install additional outlets to reach equipment. Do not link extension cords together.)

## MECHANICAL SAFETY

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Is defective equipment promptly repaired? (If defects pose an imminent danger, then remove out of service.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Are all the machine guards for belts, gears, and points of operation in place and adjusted properly?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Are machine and tool switches safe (easy access to disengage, stay off if de-energized and re-started)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Are gas welding torches equipped with flashback arrestors? Are arc welders properly grounded with safe wiring?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Are air tanks greater than 1.5 cubic feet (11.22 gal.) capacity inspected as evidenced by a current posted Cal/OSHA permit?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Are cranes, slings, ropes, hoists, jacks, jackstands, etc., inspected prior to each use and used safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Are floors maintained clean, spills wiped up promptly, and anti-slip materials used where moisture is prevalent?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Are all cabinets, shelves, and equipment greater than 5 feet high secured to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Are cutting blades disposed of in rigid containers to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Are guardrails installed around floor openings and lofts, along catwalks, etc., to prevent employee falls?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Are potable water, soap, and towels available for hand washing?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Are all plumbing fixtures served by Industrial Water labeled to prohibit drinking?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Are forklifts inspected frequently for defects, equipped with proper safety devices and operated safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Are excessive noise levels adequately controlled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Is an approved first aid kit available and its location known to all employees?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Are stacked and shelved items stored to prevent falling during an earthquake? (Advise installing 2 inch shelf lips or other means of restraining items, especially above exits and employee workstations.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Are cross-connections between potable water and sewer inlets promptly abated (remove hoses which extend into sinks or down drains), and

leaking backflow protection devices promptly repaired?

### HAZARDOUS MATERIALS/PERSONAL PROTECTION

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Are chemicals stored to prevent spills?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Are carcinogens handled safely to reduce employee exposure?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Are chemicals separated by Hazard Class (acids, bases, oxidizers, flammables, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Are chemicals inventoried with copies provided to the Personnel Office?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Are chemical wastes properly segregated and stored with Waste Pickup Tags attached to the containers?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Are all hazardous wastes disposed of and not poured into the sewer system?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Is a plumbed emergency shower available within 100 feet of all areas where chemicals may splash onto an employee's body?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. Are gloves suitable for the hazard warranting protection (chemicals, heat, friction, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. Is eye protection suitable for the hazard warranting protection (welding, chemicals, particulates, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. Is a plumbed emergency eyewash station available within 100 feet of all chemical splash or mechanical hazards such as grinding operations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54. Is hearing protection suitable for the hazards warranting protection available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	55. Are safety shoes available for those employees subject to falling objects and other foot impact hazards?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56. Are hard hats available for employees subject to falling objects, low overhead obstructions, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57. Are aprons or other suitable clothing available for employees subject to chemicals, oil, grease, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58. Are lockout locks and tags available for employees who work on equipment served by hazardous energy sources?

### COMMENTS

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## **APPENDIX F**

### **CODES OF SAFE PRACTICES**

- ***BUS DRIVERS***
- ***CUSTODIANS***
- ***FOOD SERVICE***
- ***MAINTENANCE***
- ***NOON SUPERVISORS***
- ***TEACHERS/AIDES***



## **CODES OF SAFE PRACTICES – BUS DRIVERS**

### **Personal Safety Rules**

Often bus drivers work alone at night, or in the early morning. Special safety precautions may be necessary.

- A. **Pay attention to your surroundings.** Your work can become routine and your attention may waver. You must keep alert and aware of what is going on around you.
- B. **Work in a well-lit area.** Make sure security lighting is functioning properly. Report inoperative outside security lights to your supervisor. Obtain a flashlight if it would be useful.
- C. **Know where co-workers are working.** Know where to get help if you need it. To communicate with co-workers, bus drivers can use two-way radios or cell phones.
- D. **Get help with heavy or awkward objects.** Don't try to do a job by yourself if it requires two people to do it safely.
- E. **Be sure you know the locations of fire extinguishers.** Fire extinguishers should only be used on relatively small fires. If a fire is too big you should call 911, and move everyone to a safe area. Be sure you know how to operate the extinguisher properly, and always aim at the base of the fire with a sweeping motion.
- F. **Use good judgment.** You are not a police officer or security guard. Only approach a situation when you feel comfortable doing so. Don't hesitate to call 911 for help.

### **Ladder Safety Rules**

Bus drivers often need to clean the windows, check fluids, check lights, etc. Some tasks may require the use of a ladder.

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. When using a straight ladder, be sure to secure the ladder *before* standing on it. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight

ladder at a four-to-one ratio – means every four feet of the ladder’s length to one foot away from the support point. Never lean a ladder against an unstable surface.

- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don’t take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don’t skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don’t climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don’t place tools on the rungs or top of the ladder.

### Lifting Rules- Proper Body Mechanics

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don’t lift properly and your “tool” is not in shape for the job. Lifting is a thinking person’s job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don’t twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don’t pull.** Whenever you have to move something that’s on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don’t store heavy objects higher than your waist.** If heavy objects aren’t stored higher than your waist than you won’t have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It’s one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It’s not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

### Machinery Safety Rules

Most repairs should only be performed by a qualified/ certified mechanic; however, routine maintenance and some minor repairs may require the use of a tool, chemicals etc. Your bus is a large, and potentially hazardous piece of machinery. These safety procedures should also be considered when operating the bus, and any machinery on the bus (i.e. automated lifts).

- A. **Manufacturers supply manuals with machinery.** Read the manuals and become completely familiar with the equipment before using it, paying particular attention to the potential hazards of each piece of machinery. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it.
- B. **Learn safeguarding techniques for each machine.** Become familiar with the purpose and nature of each required guard, and how to inspect and use the guards. Do not remove the guards without the approval of your supervisor.
- C. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor.
- D. **Review the Personal Protective Equipment (PPE) required for safe use of each machine.** Become familiar with and wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.
- E. **Be aware of the non-mechanical hazards.** Recognize other potential hazards; they include noise (wear hearing protection if recommended), possible chemical splashing, sparking, and excessive heat.
- F. **Keep the area in and around the machine neat and well lit.** Poor housekeeping and lighting are factors in a number of machine injuries. Any limitations to vision or mobility are potentially dangerous.
- G. **Follow lockout/tag out procedures when performing maintenance.** Review the procedures with your supervisor before disconnecting the machine from its source of power. Stay in control of that source of power – through either a lock or tag – while working on the machine.

### Electrical Repairs Safety Rules

- A. **Take charge of the source of power.** Disconnect the fixture or equipment from its source of power and make sure it cannot be electrified without your knowledge and consent. Install your own padlock on the circuit breaker panel or lever to ensure that you have control over the electrical supply system. If it is not possible to lock the panel, post a sign stating "Person at Work". Remove the padlock or sign when the task is completed.

- B. **Do not perform electrical repairs around water.**
- C. **Never put your hands into an area that you cannot see.** Live wires may be there.
- D. **Always replace a fuse with one that is of the same type and size.**
- E. **All electrical installations should be made in compliance with the National Electric Code.**

### **Bus Yard/ Shop Safety Rules**

An overcrowded, unorganized storeroom is an accident about to happen. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store chemicals safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Store flammable materials in a properly vented flammable liquids cabinet away from sources of ignition like hot water heaters.
- B. **Store your tools safely.** Each tool should have its place in the storeroom. The tools should only be stored after inspecting them for safety hazards and cleaning them. Check electrical tools for frayed wires and defective plugs. Make sure the ground plug is in place. Cords should be neatly wrapped and secured on the tool. Keep extension cords in good repair.
- C. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- D. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- E. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

## Wheelchair Loading and Unloading

If you have passengers who require special loading and unloading procedures, be sure you know the proper way to move, secure and respond to the special needs of your passengers.

- A. **Know your equipment.** There are many different types of lift gates, ramps, and safety devices on school busses. Be sure you know the capacity, and proper operating procedures for each piece of equipment you use.
- B. **Tie it down properly.** Always use proper procedures when restraining wheelchairs. Always use the correct four-point restraint system for any wheelchair/ passenger you intend to transport.

## **CODES OF SAFE PRACTICES – CUSTODIANS**

### **Personal Safety Rules**

Often custodians work alone at night. Special precautions must be taken against unwanted visitors.

- A. **Pay attention to your surroundings.** Custodial work can become routine and your attention may waver. You must keep alert and aware of what is going on around you.
- B. **Work in a well-lit area.** Make sure security lighting is functioning properly. Replace burnt bulbs and clean lenses when necessary. Report inoperative outside security lights to your supervisor. Adjust cleaning schedules to include unlit areas during daylight hours when possible. Obtain a flashlight if it would be useful.
- C. **Know where co-workers are working.** Know where to get help if you need it. To communicate with co-workers, custodians can use two-way radios. Just the sight of the radio may be a deterrent to unwanted visitors.
- D. **Get help with heavy or awkward objects.** Don't try to do a job by yourself if it requires two people to do it safely.
- E. **When working inside, make sure entrances are secured.** Check doors to make sure they are locked from the inside when cleaning interiors. Make sure you can promptly exit the room in an emergency.
- F. **Use good judgment.** You are not a police officer or security guard. Only approach unwanted visitors when you feel comfortable doing so. Don't hesitate to call 911 for help.

### **Storeroom Safety Rules**

An overcrowded, unorganized storeroom is an accident about to happen. A misplaced broom or mop may cause you to trip and injure yourself. Improperly stored cleaning supplies can cause serious injuries. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store supplies safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Flammable cleaning supplies must be stored away from sources of ignition like hot water heaters.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- C. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical

rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.

- D. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

### **Ladder Safety Rules**

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

### **Electrical Powered Tool Safety Rules**

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think "safety" when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.

- B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.
- D. **Charging batteries can be dangerous.** Take special precautions when charging batteries on electric carts. Read the manual before beginning. Charge the batteries only in a well-ventilated area away from any sources of ignition and where there is an eye wash station and deluge shower.
- E. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

#### Fuel Powered Tool Safety Rules

These tools have potential risks that must not be ignored. Oscillating blades on hedge trimmers can cut and maim. High velocity air from blowers can kick up dust and debris into the eyes and lungs. The cutting surfaces of chain saws are capable of gnawing chunks of skin and bone. Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.
- B. **Take care when refueling and storing the equipment.** Using a safety can, refuel on a hard surface in a well ventilated area. Refuel when the tool or equipment is cool and let the piece cool before transporting and storing it. If storing for long periods, drain the liquids. Fuel must be kept in and dispensed from an Underwriters Laboratory (UL) listed safety container and stored in a properly vented flammable liquids cabinet.
- C. **Prepare the tool and yourself for work.** Examine the equipment for safety defects before you use them. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear



protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).

- D. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Be mindful of pedestrians, wire fences and objects hidden in the grass and hedges. Shut off the tool when not using it. Remember, hot tools can cause severe burns.

### **Lifting Rules**

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

### *Riding Equipment Safety Rules*

Not only the operator of riding equipment is at risk, but also other staff and students in the area. Awareness of safety must be high at all times when using this equipment.

- A. **All riding equipment comes equipped with manuals.** Read the manuals and become completely familiar with the equipment before using it. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice on a small area before taking the equipment out on the job.
- B. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor. Wear protective clothing. (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating the equipment.** Before you start to use the equipment clear the work area of potential hazards. Check the area for rocks and small objects that could be hurled by the blades. Remove other obstructions. Designate the work areas with safety cones or barrier tape when possible.
- D. **Keep alert.** While using some riding equipment, it is possible to lose concentration. You must guard against becoming unaware of your surroundings. Keep staff and students at a safe distance from the equipment and work area. Never allow other riders on the equipment when you are operating it. Students are never allowed on any riding equipment.
- E. **Do not leave the equipment unattended.** After turning off the equipment according to the manual instructions, remove the ignition key. The equipment must never be left unattended in an area where students have access – children may think it is an interesting toy, not the potentially dangerous piece of equipment it is.
- F. **Follow shutdown instructions in the manual.** Carefully follow the post-operating instructions contained in the manual. Always clean the equipment after use and store it in a secure area.

# PROTECTIVE CLOTHING REFERENCE CHART

Note: This is a general reference chart only. Always consult the tool/equipment manual or your supervisor for the required protective clothing before using any tool or equipment.

TOOL/EQUIPMENT	Hard Hat	Goggles	Gloves	Hearing	Mask
LINE TRIMMER		X	X	X	
EDGER		X	X	X	
HEDGE TRIMMER		X	X	X	
CHAIN SAW	X	X	X	X	
BLOWER		X	X	X	X
PRESSURE WASHER			X	X	
POWER AUGER			X	X	
TRENCHER			X	X	
LITTER VACUUM			X	X	
ROTOTILLER			X	X	
PAINT STRIPER		X	X	X	X
MOWERS (WALK BEHIND)		X	X	X	
EQUIPMENT (RIDING)			X	X	
PESTICIDE/HERBICIDES		X	X		X
ELECTRIC POWER TOOLS		X	X	X	X
AR= As recommended in manual					
OTHER TOOLS/EQUIPMENT	AR	AR	AR	AR	AR

## **CODES OF SAFE PRACTICES – FOOD SERVICE WORKERS**

### **General Kitchen Safety Rules**

- A. Be aware of where you are walking. Trip and slip hazards are common in the kitchen. Always put out “Caution, Wet Floor” signs before damp mopping a hard surface floor. Always mop up liquid spills immediately.
- B. Be aware of the location of the nearest fire extinguisher. It may come in handy. Read the instructions on the fire extinguisher now, before you need to use it.
- C. Watch out for other employees who may be daydreaming, in a hurry, or engaging in horseplay. All of those behaviors jeopardize both their own safety and yours.
- D. Know the general layout of the kitchen and the location of the nearest exit in case you have to leave the area in a hurry.
- E. Assume heat-producing equipment, such as stoves and steamers, are hot.
- F. Don’t use wet potholders or mittens. The moisture will transmit heat to your hands.
- G. Water and hot grease can be a burn hazard. Don’t put a wet basket into a hot deep fryer. This could cause splattering which results in a burn.
- H. Be cautious of loose clothing when operating equipment. It could get caught in the equipment.
- I. Be sure others are aware of what you are doing. This awareness could help prevent accidental or careless movements that could result in an injury.
- J. Rolling carts should be pushed, not pulled. If carts don’t move easily, inspect the wheels for damage. Be aware of cracks and bumps when pushing carts on asphalt or cement. Don’t overload carts and don’t load them top heavy.

### **Storeroom Safety Rules**

An overcrowded, unorganized storeroom is an accident about to happen. A misplaced broom or mop may cause you to trip and injure yourself. Improperly stored food and cleaning supplies can cause serious injuries. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store supplies safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Flammable cleaning supplies must be stored away from sources of ignition like hot water heaters. Cleaning supplies and food must always be stored separately.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.

- C. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- D. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

### **Ladder Safety Rules**

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

### **Tools/Equipment Safety Rules**

Because you use your tools and equipment daily, you can begin to take them for granted. This is a safety hazard to be avoided. Always think "safety" when using kitchen tools and equipment.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.
- B. **Prepare both the equipment and yourself for work.** Examine the tool/equipment for safety defects before you use it. Check electrical cords for frayed wires and

defective plugs. Make sure the ground plug is in place. Keep safety guards in place at all times. Make sure the ground fault interceptor is working properly. Wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.

- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. When working with electric equipment, make sure your hands are dry. Do not stand on a wet floor when inserting the plug into or pulling the plug from the electric receptacle. Be mindful of pedestrians and your surroundings. Students should not be allowed to operate tools or equipment.
- D. **Keep tools and equipment clean.** Always unplug electric equipment before cleaning it. Store tools, like knives and other utensils, in a place designated for the tools.
- E. **Report any inoperative or unsafe equipment to your supervisor.** Take any unsafe equipment out of service until it can be repaired or replaced.

### Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.

- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

## CODES OF SAFE PRACTICES – MAINTENANCE WORKERS

### Electrical Repairs Safety Rules

- A. **Take charge of the source of power.** Disconnect the fixture or equipment from its source of power and make sure it cannot be electrified without your knowledge and consent. Install your own padlock on the circuit breaker panel or lever to ensure that you have control over the electrical supply system. If it is not possible to lock the panel, post a sign stating “Person at Work”. Remove the padlock or sign when the task is completed.
- B. **Do not perform electrical repairs around water.**
- C. **Never put your hands into an area that you cannot see.** Live wires may be there.
- D. **Always replace a fuse with one that is of the same type and size.**
- E. **All electrical installations should be made in compliance with the National Electric Code.**

### Plumbing Repairs Safety Rules

- A. **Be careful with P.V.C cement.** When using P.V.C cement, make sure the work area is well ventilated and there are not sources of ignition nearby. Always wash your hands after using P.V.C cements and solvents.
- B. **Inspect the immediate work area prior to performing brazing operations.** Ensure that no flammable liquids or combustible materials are present.
- C. **Ensure that a fire extinguisher is available.** If brazing is done in or near wall studs or other flammable material, a Class A portable fire extinguisher should be immediately available.

### Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an “A” frame ladder in this situation – it’s not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. “A” frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure



straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.

C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.

D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.

E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

### Electrical Powered Tool Safety Rules

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.

B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).

C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.

- D. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

### **Lifting Rules**

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

### **Machinery Safety Rules**

- A. **Manufacturers supply manuals with machinery.** Read the manuals and become completely familiar with the equipment before using it, paying particular attention to the potential hazards of each piece of machinery. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it.

- B. **Learn safeguarding techniques for each machine.** Become familiar with the purpose and nature of each required guard, and how to inspect and use the guards. Do not remove the guards without the approval of the maintenance supervisor.
- C. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor.
- D. **Review the Personal Protective Equipment (PPE) required for safe use of each machine.** Become familiar with and wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.
- E. **Be aware of the non-mechanical hazards.** Recognize other potential hazards; they include noise (wear hearing protection if recommended), possible chemical splashing, sparking and excessive heat.
- F. **Keep the area in and around the machine neat and well lit.** Poor housekeeping and lighting are factors in a number of machine injuries. Any limitations to vision or mobility are potentially dangerous.
- G. **Do not wear loose fitting clothes or jewelry.** Long hair also needs to be confined.
- H. **Follow lockout/tagout procedures when performing maintenance.** Review the procedures with your supervisor before disconnecting the machine from its source of power. Stay in control of that source of power – through either a lock or tag – while working on the machine.

### Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store chemicals safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Store flammable materials in a properly vented flammable liquids cabinet away from sources of ignition like hot water heaters.
- B. **Store your tools safely.** Each tool should have its place in the storeroom. The tools should only be stored after inspecting them for safety hazards and cleaning them. Check electrical tools for frayed wires and defective plugs. Make sure the ground plug is in place. Cords should be neatly wrapped and secured on the tool. Keep extension cords in good repair.

- C. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- D. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- E. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

## CODES OF SAFE PRACTICES – NOON-TIME SUPERVISORS

### General Safety Rules

- A. **Be aware of your surroundings.** Be sure to check in at the office before going to your assigned location. In case of emergency, someone should be able to find you. Only enter areas where you have been authorized to visit.
- B. **Carry a source of immediate communication.** Keep a walkie-talkie or cell phone on your person. Make sure it is charged and ready to use at all times.
- C. **Be aware of strangers.** Report unauthorized visitors immediately.
- D. **Be aware of where you are walking.** Walk on walkways, pathways and designated routes and avoid un-level or cracked pathways, if possible.
  - 1. When assisting in the playground, watch for gopher holes, clumps of grass and muddy areas. Wear good shoes with rubber soles and good traction.
  - 2. Trip and slip hazards are common in the kitchen. Always put out “Caution, Wet Floor” signs before damp mopping a hard surface floor. Always mop up liquid spills immediately.
  - 3. Walkways both outdoors and indoors should be kept free of standing water or sand to avoid slipping hazards and notify maintenance for corrections.
- E. **Keep latex gloves on hand.** Gloves are required whenever contact with bodily fluids is possible.
  - 1. Wear latex gloves and other appropriate personal protective equipment.
  - 2. Remove visible soil with a detergent solution. Rinse in water.
  - 3. Wash area with or dip toys in a sanitizing solution, e.g., bleach water or EPA approved solution. Bleach water is ¼ cup bleach to 1 gallon of water. The solution must be mixed fresh daily to ensure the solution is not weakened by the evaporation of chlorine. Air dry.
  - 4. Remove gloves and wash hands immediately.
- F. **Noon aides are required to renew first aid certifications and CPR certifications on a regular basis.**

These certifications must be current.

  - 1. First aid assistance should be done using latex gloves and other appropriate personal protective equipment.
  - 2. After removing the gloves properly to ensure not to contaminate yourself or the surrounding areas, wash your hands.
  - 3. If clothes are contaminated, then remove clothing immediately and wash skin area with soap and water.
  - 4. Always report first aid assistance.
- G. **Aides are encouraged to wear comfortable clothing and shoes with rubber soles.**

- H. **Report faulty equipment.** If Aides become aware of a faulty piece of equipment, indoors or outdoors, it should be taken out of service immediately and reported to appropriate individuals.
- I. **Familiarize yourself with the emergency exit procedures.** An emergency plan should be posted near the evacuation emergency exit. Ask what your role will be in assisting in assembly or evacuation. Learn your role in of how to exit the room, the evacuation route and where they are to assemble after.
  - 1. Watch out for other employees who may be daydreaming, in a hurry, or engaging in horseplay. All of those behaviors jeopardize both their own safety and yours.
  - 2. Know the general layout of the area you have volunteered for and know the location of the nearest exit in case you have to leave the area in a hurry.
- J. **Be aware of the location of the nearest fire extinguisher.** Know your responsibilities in case of emergency and only use if authorized. Fire extinguishers should be located near the exit door used for evacuation.
  - 1. Assist in keeping this area clear from obstructions and should always be readily available.
  - 2. Don't post notices and decorative paper that may obscure its location.
  - 3. Report discharged or expired fire extinguishers.

## Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.

- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

## **CODES OF SAFE PRACTICES – TEACHERS/AIDES**

### **General Classroom Safety Rules**

- A. **Be aware of where you are walking.** Trip and slip hazards – stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in the classroom.
- B. **Be aware of the location of the nearest fire extinguisher.** It may come in handy. Read the instructions on the extinguisher now, before you need to use it.
- C. **Familiarize yourself with the emergency exit procedures.** An emergency plan must be posted near the classroom exit to notify all employees and students of how to exit the room, the evacuation route and where they are to assemble after.
- D. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
- E. **Electric extension cords are to be used only as a temporary source of power.** Extension cords should be unplugged, rolled up and stored immediately after use. Improper use of electricity is the second most common cause of fires in schools.
- F. **Flammable and combustible liquids may not be stored in classrooms.** These liquids are the third most common cause of school fires.
- G. **Be cautious with flammable materials.** They may not be attached to windows and doors and no more than 25% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshall's fireproofing requirements. Keep decorations for holidays only.

### *Office Ergonomic Safety Rules*

Teachers and Aides don't spend the majority of time at their desks using the computer, but they still need to be aware of Repetitive Motion Injuries (RMI) and should take the following steps to reduce the chance of such an injury.

- A. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation or complete a self-evaluation (checklist attached).
- B. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilts of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.
- C. **Take the weight on your feet.** Ensure that your feet rest on the ground so that not all the weight is on your lower back. If your feet do not reach the ground, utilize a footrest.



- D. **Type with your wrist at a neutral position.** Adjust the height of chair and keyboard to ensure that, while typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
- E. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18" and 24" from the eye, and place it at a right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
- F. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
- G. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours. If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

#### Office Equipment Safety Rules

- A. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
- B. **Shut off electrical equipment.** Before leaving the classroom, be sure electrical equipment, like audiovisual equipment, is shut off and unplugged.
- C. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
- D. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
- E. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker or student could walk into an open drawer.
- F. **Do not change a burnt out projection bulb when the projector is still hot.** Disconnect the projector and wait for it to cool before changing the bulb.

#### Materials Storage Safety Rules

- A. **Store materials in an organized way.** Do not overload shelves and drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling.

- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower.
- C. **Place cabinets and shelves away from room exits.** They could fall over and block the exit.
- D. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
- E. **Keep the storeroom neat.** Everything should have its place in the storeroom. Avoid placing old boxes and files in there on a permanent basis and keep clutter to a minimum.

### Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that is on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

## OFFICE WORKSTATION EVALUATION

Date:  
Employee Name:  
Location:  
Reason:

Evaluator:  
Title:  
Department:  
Hours a day at VDT:

### CHAIR

	<i>Yes</i>	<i>No</i>
Does employee know how to make adjustments to chair position?	<input type="checkbox"/>	<input type="checkbox"/>
Is employee sitting at a height they find comfortable?	<input type="checkbox"/>	<input type="checkbox"/>
Are employee's feet resting on the floor?	<input type="checkbox"/>	<input type="checkbox"/>
(If not, is there a footrest available?)	<input type="checkbox"/>	<input type="checkbox"/>
Is the backrest at an angle and height that provides optimum lumbar support?	<input type="checkbox"/>	<input type="checkbox"/>
Does employee use backrest while typing (i.e., no tilting forward)?	<input type="checkbox"/>	<input type="checkbox"/>
Are thighs parallel to the floor or better still, sloping down slightly?	<input type="checkbox"/>	<input type="checkbox"/>
Is there pressure on the back of the employee's knees?	<input type="checkbox"/>	<input type="checkbox"/>
Are armrests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### KEYBOARD

	<i>Yes</i>	<i>No</i>
While typing, are upper arms within contact of torso?	<input type="checkbox"/>	<input type="checkbox"/>
Are shoulders relaxed?	<input type="checkbox"/>	<input type="checkbox"/>
Are forearms parallel to the floor (i.e., 90° angle at the elbow)?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrists and hands straight and in-line with the forearm?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrist rests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### MONITOR

	<i>Yes</i>	<i>No</i>
Is the top of the monitor at or slightly below eye level?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor between 18 and 24 inches from the eyes?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor directly behind keyboard?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor clean and free of glare?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor at right angles to windows?	<input type="checkbox"/>	<input type="checkbox"/>
Is a document holder used when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### KEYING/MOUSE TECHNIQUE

	<i>Yes</i>	<i>No</i>
Is a light keying touch used?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee move arms, not wrists when reaching for distant keys?	<input type="checkbox"/>	<input type="checkbox"/>
Do the hands and wrists "float" over the keys?	<input type="checkbox"/>	<input type="checkbox"/>
Is the numeric pad used for cursor control?	<input type="checkbox"/>	<input type="checkbox"/>
Are keystroke alternatives used instead of the mouse whenever possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse held gently (instead of the death grip)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse moved with the arm rather than the wrist?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse as close to the keyboard as possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse switched periodically to the other hand?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a light touch when clicking?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### SCHEDULE/BREAKS/EXERCISE

	<i>Yes</i>	<i>No</i>
Has employee recently worked more than 8 hours a day for an extended period?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stop typing for 10 minutes after typing uninterrupted for 2 hours?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee take micro breaks (2-3 minutes) every half-hour?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee vary their posture regularly during the day?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stand up and walk around during the micro breaks?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee regularly stretch (particularly the hands and wrists)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee focus on distant objects at least every 7 minutes?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### DESK ORGANIZATION

	<i>Yes</i>	<i>No</i>
Is the floor around the desk cluttered (preventing leg movement)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the desktop cluttered (resulting in cramped typing positions)?	<input type="checkbox"/>	<input type="checkbox"/>
Is other needed equipment (e.g., 10-key machine) accessible without reaching?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a headset if required to use phone while typing?	<input type="checkbox"/>	<input type="checkbox"/>
Is there minimal reaching above the shoulder and below the waist?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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### OTHER

	<i>Yes</i>	<i>No</i>
Does the employee feel informed about the hazards of computer use?	<input type="checkbox"/>	<input type="checkbox"/>
Are they knowledgeable about controlling those hazards through correct workstation setup, modifying their schedule, and using better technique?	<input type="checkbox"/>	<input type="checkbox"/>
Do they know the procedure for reporting physical problems?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/Adjustments/Equipment Needed:**

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