

# 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 8, 2016

**6:00 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.]*

### **6:00 P.M. OPEN SESSION**

A. Call to Order

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 – CHS Student Representative

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 – Charles Yerxa

2. Friends of Music – Lincoln Forry & Terry Bressler

3. Friends of Ag – Kathie Whitesell & Kelli Griffith-Garcia

4. SELPA – Kathie Whitesell & Terry Bressler

5. Grounds – Lincoln Forry

4. Superintendent's Report

a. **Improving Achievement** (*standing item*)

1. LCAP Recommendations from the Board

2. Memorandum of Understanding with CCOE Regarding Wireless Bridge
- b. Management (*standing item*)
  1. Bond Projects Update
  2. Report on Change to SELPA Funding Formula
- c. Budget (*standing item*)
  1. Enrollment
5. Principal's Report – Darren Brown
- F. CSEA (California School Employees Assn.) Representative's Report
- G. CEA (Colusa Educators Association) Representative's Report
- H. Information/Discussion/Possible Action Items
  1. Discussion Regarding Board Member Terms
  2. Consider Approval of Board Policies & Administrative Regulations:
    - a. Second Reading of BP 2121 – Superintendent's Contract
    - b. Second Reading of BP 4030 – Nondiscrimination in Employment
    - c. Second Reading of AR 4030 – Nondiscrimination in Employment
    - d. Second Reading of BP 4121 – Temporary/Substitute Personnel
    - e. Second Reading of AR 4261.1 – Personal Illness/Injury Leave
    - f. Second Reading of BP 5111.1 – District Residency
    - g. Second Reading of AR 5111.1 – District Residency
    - h. Second Reading of BP 5141 – Health Care & Emergencies
    - i. Second Reading of AR 5141 – Health Care & Emergencies
    - j. Second Reading of BP 6142.1 – Sexual Health & HIV/Aids Prevention Instruction
    - k. Second Reading of AR 6142.1 – Sexual Health & HIV/Aids Prevention Instruction
    - l. Second Reading of BP 6146.1 – High School Graduation Requirements
    - m. Second Reading of BP 6152.1 – Placement in Mathematics Courses
    - n. Second Reading of BP 6173 – Education for Homeless Children
    - o. Second Reading of AR 6173 – Education for Homeless Children
    - p. Second Reading of AR 6173.1 – Education for Foster Youth
    - q. Second Reading of BP 6179 – Supplemental Instruction
    - r. Second Reading of BB 9150 – Student Board Members
    - s. Second Reading of AR 4032 – Reasonable Accommodation
    - t. Second Reading of BP 4119.11/4219.11/4319.11 – Sexual Harassment
    - u. Second Reading of BP 5117 – Interdistrict Attendance
    - v. Second Reading of BP 5123 – Promotion/Acceleration/Retention
    - w. Second Reading of AR 5125 – Student Records
    - x. Second Reading of BP 6142.92 – Mathematics Instruction
    - y. Second Reading of BP 6177 – Summer Learning Programs
  3. Warrants: Batch 2015-16 #29-32
- I. Motion to Approve Items on the Consent Action Agenda
  1. Consider Approval of Consent Agenda: Regular and Customary Business Items:
    - a. February 9, 2016 Meeting Minutes
    - b. February 23, 2016 Meeting Minutes
    - c. CUSD Emergency Response Plan Update
    - d. CUSD Injury & Illness Prevention Program
    - e. All Rite Roofing Agreement
    - f. General Fund 01 Budget Revision

- g. 2015-16 CSEA Tentative Agreement
  - h. CSEA Job Description for Administrative Assistants & Technology Support Specialist
  - i. 2015-16 CSEA Salary Schedule
  - j. 2015-16 AB1200 Public Disclosure of Collective Bargaining Agreement for CSEA
  - k. Consider Approval of Teachers Recommended for Tenure for 2016-17 School Year
  - l. Personnel Assignment Order #2015-2016 #9
  - m. February Payroll
  - n. ASB Financial Statement
- J. Hearing of 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. Student Matters:
    - a. Out-of-School Suspensions (*Standing item-information*)
    - b. Inter-District Transfers (*Standing item-information*)
  - 2. Personnel Matters:
    - a. Public Employment
      - 1. 2015-2016 New Hires
      - 2. Superintendent Evaluation
    - b. Public Employee Discipline/Dismissal/Release/Resignations
      - 1. Resignations
  - 3. Negotiations:
    - Instructions 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*)
- L. Reconvene Open Session
- M. Adjournment of the Meeting

2016/2018 MEMORANDUM OF UNDERSTANDING  
Wireless Bridge Internet Service Support

between

Colusa County Office of Education for Colusa Children’s Center/Colusa Head Start

and

Colusa Unified School District

**General**

This Memorandum of Understanding (MOU) is entered into between the Colusa County Office of Education (CCOE) and Colusa Unified School District (CUSD) to utilize wireless bridge networking services. The effective date of this MOU is March 1, 2016 through June 30, 2018. The terms of this agreement shall remain in force unless mutually amended. Either party may terminate this agreement with written notice from both the Superintendent of Schools and the Superintendent of the Colusa Unified School District.

**Purpose**

The purpose of this MOU is to extend the physical internet connection from Colusa USD’s Burchfield Primary School (BPS), located at 400 Fremont Street in Colusa, to the Colusa Children’s Center (CCC) building, located at 705 6<sup>th</sup> street in Colusa and ultimately to the Colusa Head Start building (CHS), located at 728 5<sup>th</sup> street in Colusa, via a point to point (P2P) wireless networking bridge. CCOE will mount an external P2P access point (AP) to the existing mast on the BPS portable that currently provides access from BPS to the Colusa BPS After School building to create a wireless networking bridge. Layout is provided in the following picture.



CCOE would purchase all wireless networking bridge equipment, pay for all services to mount it on the existing mast, and assume total responsibility for maintaining and supporting its functionality. Once the CCC wireless bridge is installed and functioning, CCOE would extend this connection from CCC to CHS via an internal wireless access point to create a wireless networking mesh. CCOE will setup these new connections on an isolated Virtual Local Area Network (VLAN) and a new, unique, subnet to securely isolate all CCOE traffic from BPS and allow for easy network monitoring.

**Responsibilities – General**

- A. CCOE agrees to the following:
  - 1. CCOE agrees to create a new isolated networking subnet and VLAN at BPS to securely isolate CCOE traffic from BPS in a manner to make it uniquely identifiable to all CUSD monitoring tools.
  - 2. CCOE agrees to securely and efficiently maintain all CCOE equipment and fully comply with any CUSD technical requirements.
- B. CUSD agrees to the following:
  - 1. CUSD agrees to allow CCOE to utilize the BPS wireless internet connection over the extended bridge for education purposes at no cost; so long as the concurrent device count does not exceed 30 devices (a number agreed to and reached by the Director of Information Technology at CUSD and the Director of Technology for CCOE). If it is deemed by the CUSD Director of Information Technology that CCOE is consuming excessive resources affecting the BPS network or exceeds 30 concurrent devices, the terms of the MOU will need to be reevaluated for costs.

**Responsibilities – Fiscal**

- A. CCOE agrees to the following:
  - 1. CCOE will purchase all networking equipment required for the project scope and will pay to have it properly installed on the specified existing CUSD mast.
  - 2. CCOE will assume all responsibilities for the support and maintenance of the CCOE wireless networking bridge equipment and devices connected to it.
  - 3. CCOE will not exceed a total of 30 concurrent devices over this wireless networking bridge, and assist in any technical matters that may result from this network expansion.
- B. CUSD agrees to the following:
  - 1. CUSD's responsibility for this equipment/service stops at the street. CUSD will provide access to the mast at BPS and a port on the switch providing access to CCC/CHS.

This MOU will be reviewed by the Director of Information Technology at CUSD and the Director of Technology for CCOE in July of even numbered years beginning in 2018. A signature page will be added for each review period.

Signed: Michael P. West  
Michael P. West  
Colusa County Superintendent of Schools  
Date: February 29, 2016

Digitally signed by Michael P. West  
DN: cn=Michael P. West, o=Colusa County Office of  
Education, ou=Superintendent of Schools,  
email=mmwest@ccoe.net, c=US  
Date: 2016.02.29 13:16:15 -0800

Signed: Dwayne K Newman  
Dwayne Newman  
Colusa Unified School District Superintendent  
Date: 3/1/16

## Memorandum

**To:** Dwayne Newman, Superintendent  
**From:** Wallace E. Browe  
CUSD Measure A Bond Program Manager  
**Date:** March 2, 2016  
**Subject:** Measure A Bond Program Progress Update #9  
For March 8, 2016 Board Meeting

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This memorandum is to provide a progress update on Colusa Unified School District's Measure A Bond Program.

1. Measure A Bond Program Budgets

CPM last reported on budget update information to the Citizens Bond Oversight Committee on January 25. Meetings continue with Dwayne to update and discuss revisions to the budgets. The Program is in the bid document development stage where costs are minimal as compared to implementation phase (construction). Implementation will slowly gear up in April with CUSD Board Contract approvals, in May with mobilization and then into the summer with construction and construction support.

2. Citizens' Bond Oversight Committee (CBOC)

The CBOC last met on January 25, 2016 with Dwayne and CPM. Tentative schedules have the next meeting scheduled for late April and to include a site visit or visits to provide a before and after review of the school projects.

3. Prop. 39 California Clean Energy Jobs Act

The Energy Expenditure Plans (EEP) for all three sites has been approved by the California Energy Commission (CEC) on October 21<sup>st</sup>. We are currently working with Capital Engineering to develop a proposal to provide designs for the mechanical unit's replacement. This Engineering cost is included with the Prop 39 funds. Replacing 15 wall mounted electric units and 13 wall mounted gas units will provide approximately \$16,000 of annual savings on the District's utility bills. In addition, replacing the proposed lamps and ballasts per the EEP at all three sites will provide the District with approximately \$65,000 of annual savings on the utility bills. The lamps and ballast scope will not require an engineered design to implement. All work must be installed by 2019 to be compliant. The Team is confident that upsizing the tonnage of units will accommodate the Title 24 Energy necessities for air intake regulations and provide constant cool air displacement.

4. Department of State Architect (DSA) Close-Out Certification

CPM and Nexus Architects have met with DSA to discuss the certifications. Both Egling Middle School and Colusa High School will soon be resolved with in-field confirmations and certificates from Nexus Architects and the District. Burchfield Primary School is more complex. The missing documents required include welding certifications and In-Plant Inspector verifications during the assembly of the now 25-year old building. DSA has committed to exploring their own archives in an effort to provide documentation that will provide confirmation of properly recognized assemblies for the installed portable construction. DSA will not hold up our current projects from being approved. However, DSA will not certify (Close-out) our current projects until these projects (from the early 90's) are resolved. Meetings and correspondence continues with CPM, Nexus and the DSA.

5. Single Source Manufacturers Resolution

The Colusa Unified School District has approved utilizing the Silent Knight Fire Alarm System for the Program's fire alarm manufacturer product. This Silent Knight Fire Alarm System is already being used

in the District and will create consistency with maintenance and operations moving forward. The system is also non-proprietary and will allow for various vendors to solicit bids in during the bidding process. Also, it can be serviced by various vendors to help with competitive pricing.

6. District-Wide Fire Alarm Replacements

The Fire Alarm Replacement Project at CHS, Burchfield and Egling MS is out-to-bid. The current 100% CD estimate has the project on-budget. The project will be bid together with 3 phases. Each phase will represent each of the schools. Mandatory Pre-Bid Conference is scheduled for Thursday, March 17<sup>th</sup> at 2:30 starting at Colusa High School. The other campuses will be visited during the Pre-Bid. The Bid Date is currently scheduled for Thursday, March 31<sup>st</sup> at 2:00 p.m.

7. District-Wide Low Voltage (LV) System Replacement

CPM is working with Audio Enhancement on the IP/Paging and Intercom System. The District approved the product with the potential enhancements that can be added later if requested. This would include voice amplification and Safe School components for added site security. The bid documents are currently being developed for the IP/Paging System. CPM is working on securing E-Rate funding for the structured cabling project. Initial analysis has the District eligible for \$174,000 in funding for this scope of work. Timing is of the essence to secure the money and CPM is working on it.

8. Egling Choir Portable and Paving Replacement

The Project was submitted into DSA on December 8<sup>th</sup>. All reviews and comments were incorporated into the design. The current estimate indicates the project is roughly \$238,000 over budget. The Project is tentatively scheduled for final DSA approval on March 9<sup>th</sup>. Bidding documents are being developed with a scheduled out-to-bid timeline of March 16<sup>th</sup>.

9. Burchfield ADA Restroom & Paving Replacement | Colusa High Gymnasium HVAC and ADA Restroom Replacement

The Project was submitted into DSA on December 8<sup>th</sup>. All reviews and comments were incorporated into the design. The current 100% CD estimate indicates the project is roughly \$134,000 under budget with some minor additional scope added to the project. The Project is tentatively scheduled for final DSA approval on March 9<sup>th</sup>. Bidding documents are being developed with a scheduled out-to-bid timeline of March 18<sup>th</sup>.

10. Colusa High School Gym HVAC and Restroom ADA Modernization

The Project was submitted into DSA on December 24<sup>th</sup>. All reviews and comments were incorporated into the design. The current 100% CD estimate is currently \$20,900 under budget. Bidding documents are being developed. We expect DSA approval by March 28<sup>th</sup>.

11. Colusa High School Agricultural Support Building

The Ag Barn Site Utilities Project is out-to-bid. The scope of this work will provide water, sewer and power to the new CHS Ag Barn Building. The mandatory Pre-Bid conference was held on Friday, February 26<sup>th</sup>. 3 contractors attended. The project bids on Thursday, March 10<sup>th</sup>. (Lincoln) Forry Excavating Inc. has started working on providing the services of constructing the subgrade for the building pad. Upon completion of the building pad subgrade and site utilities, Schmidt Construction, will begin the installation of the building pad, footings and Ag Barn Building. Weather could play a major role on how this schedule is executed. Rains are currently forecasted for the early Spring.



**Administration**

BP 2121(a)

**SUPERINTENDENT'S CONTRACT**

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

*(cf. 0200 - Goals for the School District)*  
*(cf. 2120 - Superintendent Recruitment and Selection)*  
*(cf. 4312.1 - Contracts)*  
*(cf. 9000 - Role of the Board)*

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

*(cf. 3350 - Travel Expenses)*

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

*(cf. 4040 - Employee Use of Technology)*

5. Vacation, illness and injury leave, and personal leaves

*(cf. 4161/4261/4361 - Leaves)*  
*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*  
*(cf. 4161.2/4261.2/4361.2 - Personal Leaves)*  
*(cf. 4161.5/4261.5/4361.5 - Military Leave)*  
*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

6. General duties and responsibilities of the position

*(cf. 2110 - Superintendent Responsibilities and Duties)*

**SUPERINTENDENT'S CONTRACT** (continued)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

*(cf. 2140 - Evaluation of the Superintendent)*

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board
9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract
10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board shall deliberate in closed session about the terms of the contract, except that salary or other compensation shall be discussed in public at a regular meeting. (Government Code 54956, 54957)

*(cf. 9320 - Meetings and Notices)*

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

Terms of the contract shall remain confidential until the ratification process commences.

*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

The Board shall ratify the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262)

**SUPERINTENDENT'S CONTRACT** (continued)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

**Termination of Contract**

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

*(cf. 4117.5/4217.5/4317.5 - Termination Agreements)*

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

*Legal Reference: (see next page)*

**SUPERINTENDENT'S CONTRACT (continued)**

*Legal Reference:*

EDUCATION CODE

35031 *Term of employment*

41325-41329.3 *Conditions of emergency apportionment*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

53243-53243.4 *Abuse of office*

53260-53264 *Employment contracts*

54954 *Time and place of regular meetings*

54956 *Special meetings*

54957 *Closed session personnel matters*

54957.1 *Closed session, public report of action taken*

UNITED STATES CODE, TITLE 26

105 *Self-insured medical reimbursement plan; definition of highly compensated individual*

UNITED STATES CODE, TITLE 42

300gg-16 *Group health plan; nondiscrimination in favor of highly compensated individuals*

CODE OF FEDERAL REGULATIONS

1.105-11 *Self-insured medical reimbursement plan*

*Management Resources:*

CSBA PUBLICATIONS

*Superintendent Contract Template, 2015*

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

**All Personnel**

BP 4030(a)

**NONDISCRIMINATION IN EMPLOYMENT**

The Governing Board is determined to provide district employees 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. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person'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.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, 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. 4032 - Reasonable Accommodation)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

Prohibited discrimination on the basis of religious creed includes 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 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.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

*(cf. 4033 - Lactation Accommodation)*

Harassment consists of unwelcome 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 adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

**NONDISCRIMINATION IN EMPLOYMENT** (continued)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures 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 report 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, 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.

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: (see next page)*

**NONDISCRIMINATION IN EMPLOYMENT** (continued)

*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

11019 Terms, conditions and privileges of employment

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

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: (see next page)*

## NONDISCRIMINATION IN EMPLOYMENT (continued)

### *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

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>

H.2.c.

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

**All Personnel**

AR 4030(a)

## NONDISCRIMINATION IN EMPLOYMENT

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, 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. 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

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

AR 4030(b)

## **NONDISCRIMINATION IN EMPLOYMENT (continued)**

3. 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

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

4. 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

## **Complaint Procedure**

Any complaint by an employee or job applicant alleging 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 inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. 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)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

AR 4030(c)

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

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 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 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.

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. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and 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 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 the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

AR 4030(d)

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

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)

H.2.d.

Regulation  
approved:  
**Certificated Personnel**

CSBA MANUAL MAINTENANCE SERVICE  
December 2015  
BP 4121(a)

## **TEMPORARY/SUBSTITUTE PERSONNEL**

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

*(cf. 4112.2 - Certification)*

### **Hiring**

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

*(cf. 4113 - Assignment)*

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

*(cf. 4117.14/4317.14 - Postretirement Employment)*

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

*(cf. 4117.3 - Personnel Reduction)*

### **Classification**

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular district employees are absent due to leaves or long-term illness, the Board may classify a teacher who is employed for at least one semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

BP 4121(b)

### **TEMPORARY/SUBSTITUTE PERSONNEL (continued)**

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day to day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)
2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)

*(cf. 6175 - Migrant Education Program)*

*(cf. 6200 - Adult Education)*

3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

*(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)*

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)
5. Serve only for the first semester because the district expects a reduction in student enrollment during the second semester due to mid-year graduations (Education Code 44921)

For purposes of classifying employees pursuant to item #1 or #2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

### **Salary and Benefits**

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

BP 4121(c)

### **TEMPORARY/SUBSTITUTE PERSONNEL (continued)**

Temporary employees shall not participate in the health and welfare plans or other fringe benefits of the district.

### **Paid Sick Leave**

Except for a retired annuitant who is not reinstated to the retirement system, any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Such leave will be paid out as it accrues to the employee on the next regularly scheduled payroll.

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required

information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

### **Release from Employment/Dismissal**

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained during one school year. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the district's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

### **Reemployment as a Probationary Employee**

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, his/her previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

*(cf. 4116 - Probationary/Permanent Status)*

BP 4121(e)

### **TEMPORARY/SUBSTITUTE PERSONNEL (continued)**

*Vacant position* means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant position in the

district for which he/she is certified. Preference for available positions shall be determined by the Board as prescribed by Education Code 44845 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, any temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the district for at least 75 percent of each of two consecutive school years shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

*Legal Reference: (see next page)*

BP 4121(f)

## **TEMPORARY/SUBSTITUTE PERSONNEL (continued)**

*Legal Reference:*

EDUCATION CODE

22455.5 *Provision of retirement plan information to potential members*

22515 *Irrevocable election to join retirement plan*

37200 *School calendar*

44252.5 *State basic skills assessment required for certificated personnel*

44300 *Emergency teaching or specialist permits*

44830 *Employment of certificated persons; requirements of proficiency in basic skills*

44839.5 *Employment of retirant*

44845 *Date of employment*

44846 *Criteria for reemployment preferences*

44909 *Employees providing services through categorically funded programs*

44914 *Substitute and probationary employment computation for classification as permanent employee*

44915 *Classification of probationary employees*



44916 *Time of classification; statement of employment status*  
44917 *Classification of substitute employees*  
44918 *Substitute or temporary employee deemed probationary employee; reemployment rights*  
44919 *Classification of temporary employees*  
44920 *Employment of certain temporary employees; classifications*  
44921 *Employment of temporary employees; reemployment rights (unified and high school districts)*  
44953 *Dismissal of substitute employees*  
44954 *Release of temporary employees*  
44955 *Layoff of permanent and probationary employees*  
44956 *Rights of laid-off permanent employees to substitute positions*  
44957 *Rights of laid-off probationary employees to substitute positions*  
44977 *Salary schedule for substitute employees*  
45030 *Substitutes*  
45041 *Computation of salary*  
45042 *Alternative method of computation for less than one school year*  
45043 *Compensation for employment beginning in the second semester*  
56060-56063 *Substitute teachers in special education*

GOVERNMENT CODE

3540.1 *Educational Employment Relations Act, definitions*

LABOR CODE

220 *Sections inapplicable to public employees*  
230 *Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off*  
230.1 *Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off*  
233 *Illness of child, parent, spouse or domestic partner*  
234 *Absence control policy*  
245-249 *Healthy Workplaces, Healthy Families Act of 2014*

*Legal Reference continued: (see next page)*

BP 4121(g)

**TEMPORARY/SUBSTITUTE PERSONNEL (continued)**

*Legal Reference: (continued)*

CODE OF REGULATIONS, TITLE 5

5502 *Filing of notice of physical examination for employment of retired person*  
5503 *Physical examination for employment of retired persons*  
5590 *Temporary athletic team coach*  
80025-80025.5 *Emergency substitute teaching permits*

COURT DECISIONS

*McIntyre v. Sonoma Valley Unified School District* (2012) 206 Cal.App.4th 170  
*Stockton Teachers Association CTA/NEA v. Stockton Unified School District* (2012) 204 Cal.App.4th 446  
*Neily v. Manhattan Beach Unified School District*, (2011) 192 Cal.App.4th 187  
*California Teachers Association v. Vallejo City Unified School District*, (2007) 149 Cal.App.4th 135  
*Bakersfield Elementary Teachers Assn. v. Bakersfield City School District*, (2006) 145 Cal.App.4th 1260, 1277  
*Kavanaugh v. West Sonoma Union High School District*, (2003) 29 Cal.4th 911

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

**Classified Personnel**

AR 4261.1(a)

**PERSONAL ILLNESS/INJURY LEAVE**

Classified employees employed five days a week are entitled to 12 days leave of absence with full pay per fiscal year for personal illness or injury (sick leave). Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee whose work hours are so few as to entitle him/her to less than 24 hours of paid sick leave per fiscal year shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 45191; Labor Code 245-249)

*(cf. 4161/4261/4361 - Leaves)*

**Use of Sick Leave**

A classified employee may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties (Education Code 45199)
2. Pregnancy, childbirth, and recovery (Education Code 45193)

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

3. Personal necessity as specified in Education Code 45207

*(cf. 4161.2/4261.2/4361.2 - Personal Leaves)*

4. Medical or dental appointments, in increments of not less than one hour
5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

*(cf. 4261.11 - Industrial Accident/Illness Leave)*

6. Illness of the employee's child, parent, spouse, domestic partner, or domestic partner's child for up to the amount of leave that would be accrued during six months for personal illness or injury (Labor Code 233)
7. Need of the employee or his/her family member, as defined in Labor Code 245.5, for diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 246.5)

**PERSONAL ILLNESS/INJURY LEAVE** (continued)

8. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 246.5)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if he/she accepts employment in another district, county office of education, or community college district within one year of the termination of employment, he/she shall be entitled to request that the district transfer his/her accumulated sick leave to his/her new employer. (Education Code 45202)

**Notification of Absence**

An employee shall notify the Superintendent or the designated manager or supervisor of his/her need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

**PERSONAL ILLNESS/INJURY LEAVE** (continued)

**Continued Absence After Available Sick Leave Is Exhausted/Differential Pay**

A classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

**Extension of Leave**

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

*(cf. 4216 - Probationary/Permanent Status)*

If the employee is still unable to resume his/her duties after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes able to resume the duties of his/her position, he/she shall be offered reemployment in the first vacancy in the classification of his/her previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to his/her seniority. (Education Code 45195)

**PERSONAL ILLNESS/INJURY LEAVE** (continued)

**Verification Requirements**

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or medical practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to work and stipulating any recommended restrictions or limitations.

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)*

### **Short-Term and Substitute Employees**

Except for a retired annuitant who is not reinstated to the retirement system, any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Such leave will be paid out as it accrues to the employee on the next regularly scheduled payroll.

AR 4261.1(e)

### **PERSONAL ILLNESS/INJURY LEAVE (continued)**

#### **Healthy Workplaces, Healthy Families Act Requirements**

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
  - a. That an employee is entitled to accrue, request, and use paid sick days

AR 4261.1(f)

**PERSONAL ILLNESS/INJURY LEAVE** (continued)

- b. The amount of sick days provided by Labor Code 245-249
  - c. The terms of use of paid sick days
  - d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - *Employee Notifications*)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

*Legal Reference:*

EDUCATION CODE

45103 *Substitute employees*

45190 *Leaves of absence and vacations*

45191 *Leaves of absence for illness and injury*

45193 *Leave of absence for pregnancy (re use of sick leave under certain circumstances)*

45195 *Additional leave for nonindustrial accident or illness; reemployment preference*

45196 *Salary; deductions during sick leave*

45202 *Transfer of accumulated sick leave and other benefits*

LABOR CODE

230 *Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off*

230.1 *Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off*

233 *Illness of child, parent, spouse or domestic partner*

245-249 *Healthy Workplaces, Healthy Families Act of 2014*

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th 510

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 111 (1970)

Regulation  
approved:  
**Students**

CSBA MANUAL MAINTENANCE SERVICE  
December 2015  
BP 5111.1(a)

**DISTRICT RESIDENCY**

H.2.f.

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

*(cf. 5116 - School Attendance Boundaries)*

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

*(cf. 5111 - Admission)*

*(cf. 5125 - Student Records)*

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

**Investigation of Residency**

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts

supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

BP 5111.1(b)

### **DISTRICT RESIDENCY** (continued)

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

### **Appeal of Enrollment Denial**

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian



or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

BP 5111.1(c)

## **DISTRICT RESIDENCY** (continued)

### **Enrollment Not Requiring District Residency**

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

*(cf. 5111.2 - Nonresident Foreign Students)*

*(cf. 6145.6 - International Exchange)*

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

*(cf. 6178.2 - Regional Occupational Center/Program)*

*Legal Reference: (see next page)*

**DISTRICT RESIDENCY (continued)**

*Legal Reference:*

EDUCATION CODE

220 Prohibition of discrimination

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.2 Evidence of residency

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

*Management Resources:*

CSBA PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Information on the Rights of All Children to Enroll in School: Questions and Answers for States,

School Districts and Parents, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

**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 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)

**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

**DISTRICT RESIDENCY** (continued)

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

**DISTRICT RESIDENCY** (continued)

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)*

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 homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48852.7, 48853.5; 42 USC 11432)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

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.

**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)*

**Students**

BP 5141(a)

**HEALTH CARE AND EMERGENCIES**

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*  
*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5142 - Safety)*

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

*(cf. 3530 - Risk Management/Insurance)*  
*(cf. 5143 - Insurance)*  
*(cf. 6145.2 - Athletic Competition)*

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

**"Do Not Resuscitate" Orders**

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders except under the specific written direction of the Superintendent or designee. The Superintendent or designee may only direct a staff member to follow a "do not resuscitate" order if he/she has received a written parent/guardian authorization, with an authorized health care provider statement, and an order of an appropriate court.

The Superintendent or designee shall ensure that parents/guardians who have submitted a "do not resuscitate" order are informed of this policy.

**Automated External Defibrillators**

The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency.

**HEALTH CARE AND EMERGENCIES (continued)**

The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

*Legal Reference:*EDUCATION CODE32040-32044 *First aid equipment*49300-49307 *School safety patrols*49407 *Liability for treatment*49408 *Emergency information*49409 *Athletic events; physicians and surgeons; emergency medical care; immunity*49417 *Automated external defibrillators*49470 *Medical and hospital services for athletic program*49471 *Medical and hospital services not provided or available*49472 *Medical and hospital services for pupils*49474 *Ambulance services*51202 *Instruction in personal and public health and safety*CIVIL CODE1714.21 *Defibrillators; CPR; immunity from civil liability*FAMILY CODE6550-6552 *Caregivers*HEALTH AND SAFETY CODE1797.196 *Automated external defibrillators, immunity from civil liability*1797.200 *Emergency medical services agency*1799.102 *Personal liability immunity*CODE OF REGULATIONS, TITLE 85193 *California Bloodborne Pathogens Standard*CODE OF REGULATIONS, TITLE 22100031-100042 *Automated external defibrillators**Management Resources:*WEB SITESAmerican Heart Association: <http://www.americanheart.org>American Red Cross: <http://www.redcross.org>California Department of Health Care Services: <http://www.dhcs.ca.gov>

**Students**

AR 5141(a)

**HEALTH CARE AND EMERGENCIES****Emergency Contact Information**

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually request that parents/guardians provide the following information:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of an alternative contact person to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency

*(cf. 5021 - Noncustodial Parents)*

*(cf. 5142 - Safety)*

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

**Notification/Consent for Medical Treatment**

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency contact form in order to obtain consent for the medical treatment.

If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment other than first aid.

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice that the minor student is no longer living with the caregiver or if the Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit. (Family Code 6550)

*(cf. 5111.1 - District Residency)*



**HEALTH CARE AND EMERGENCIES** (continued)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. (Family Code 6550)

**Automated External Defibrillators**

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall notify an agent of the local emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196, 1797.200)

The Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

*(cf. 0450 - Comprehensive Safety Plan)*

The principal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

1. Sudden cardiac arrest
2. The school's emergency response plan
3. The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

Each AED shall be checked for readiness at least biannually and after each use. In addition, the Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen

**HEALTH CARE AND EMERGENCIES** (continued)

with the functionality of the AED. The Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797.196)

*(cf. 3580 - District Records)*

Regulation  
approved:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

**Instruction**

BP 6142.1(a)

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION**

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall provide students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

*(cf. 5030 - Student Wellness)*

*(cf. 6142.8 - Comprehensive Health Education)*

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.25 - Availability of Condoms)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6143 - Courses of Study)*

The Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health and HIV prevention curriculum. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's program.

*(cf. 1220 - Citizen Advisory Committees)*

**Parent/Guardian Consent**

A parent/guardian may request in writing that his/her child be excused from participating in sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

*(cf. 5022 - Student and Family Privacy Rights)*

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (continued)**

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

*Legal Reference:*

EDUCATION CODE

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51225.35 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

*Management Resources:*

CSBA PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Sex Education and HIV/STD Instruction:

<http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Safe Schools Coalition: <http://www.casafeschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Food and Drug Administration: <http://www.fda.gov>

**Instruction**

AR 6142.1(a)

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION****Definitions**

*Comprehensive sexual health education* means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

*HIV prevention education* means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - *Comprehensive Health Education*)

(cf. 6143 - *Courses of Study*)

*Age appropriate* refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

*Medically accurate* means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

**General Criteria for Instruction and Materials**

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are factually and medically accurate and objective
3. Align with and support the following purposes as specified in Education Code 51930:
  - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
  - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)

- c. To promote understanding of sexuality as a normal part of human development
  - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
  - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; students with disabilities; and English learners

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 6174 - Education for English Language Learners)*

5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220
8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation

*(cf. 5145. 3 - Nondiscrimination/Harassment)*

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)

13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

**Components of Sexual Health and HIV Prevention Education**

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

*(cf. 5141.25 - Availability of Condoms)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)

6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence
9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
  - a. Parenting, adoption, and abortion
  - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
  - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking

**Professional Development**

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51933, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

*(cf. 4131 - Staff Development)*

**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

**Use of Consultants or Guest Speakers**

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

*(cf. 6145.8 - Assemblies and Special Events)*

**Parent/Guardian Notification**

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district



**SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION** (continued)

3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

*(cf. 5145.6 - Parental Notifications)*

**Nonapplicability to Certain Instruction or Materials**

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education

*(cf. 6142.93 - Science Instruction)*

2. Instruction or materials that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions

**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. 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. Four courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. **Three 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. 6011 - Academic Standards)*
- (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)*

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Floral Design) (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. Three courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. One course in Vocational Education.
8. One course of Personal Finance (starting with the graduating class of 2017)
9. 65 Credits of Elective for class of 2016
10. 60 Credits of Elective for class of 2017
11. 65 Credits of Elective for class of 2018
12. 55 Credits of Elective for class of 2019 – dependent upon approval of 3 math course requirement.
13. Senior project portfolio.

*(cf. 6142.7 - Physical Education and Activity)*

**Note: The graduating class of 2016 will be held to the prior policy of requiring two courses of physical education, and the rest of the classes will be held to the three course requirement.**

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.4 - Service Learning/Community Service Classes)*  
*(cf. 6142.8 - Comprehensive Health Education)*

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)*

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.

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education for Children of Military Families)*

BP 6146.1(c)

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

### **Retroactive Diplomas**

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)

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 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: (see next page)*

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

*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
- 51228 Graduation requirements
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51412 Diplomas
- 51420-51427 High school equivalency certificates
- 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

COURT DECISIONS

- O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

*Management Resources:*

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>
- University of California, List of Approved a-g Courses:  
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

**Instruction**

BP 6152.1(a)

**PLACEMENT IN MATHEMATICS COURSES**

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.1 - High School Graduation Requirements)*

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - State Academic Achievement Tests)*

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

The placement protocols shall specify a time within the first month of the school year when students shall be reevaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

*(cf. 5123 - Promotion/Acceleration/Retention)*

**PLACEMENT IN MATHEMATICS COURSES** (continued)

District staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

*(cf. 4131 - Staff Development)*

Prior to the beginning of each school year, the Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site. (Education Code 51224.7)

*(cf. 1113 - District and School Web Sites)*

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

**PLACEMENT IN MATHEMATICS COURSES** (continued)

*Legal Reference:*

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

48070.5 *Promotion and retention; required policy*

51220 *Areas of study, grades 7-12*

51224.5 *Completion of Algebra I or Mathematics I*

51224.7 *California Mathematics Placement Act of 2015*

51225.3 *High school graduation requirements*

51284 *Financial literacy*

60605 *State-adopted content and performance standards in core curricular areas*

60605.8 *Common Core standards*

*Management Resources:*

CSBA PUBLICATIONS

*Math Misplacement, Governance Brief, September 2015*

*Governing to the Core, Governance Briefs*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013*

*California Common Core State Standards: Mathematics, January 2013*

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

*Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

*Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR): <http://www.lccr.com>



**Instruction**

BP 6173(a)

**EDUCATION FOR HOMELESS CHILDREN**

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

*(cf. 6011 - Academic Standards)*

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

*(cf. 3553 - Free and Reduced Price Meals)*

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

*(cf. 0460 - Local Control and Accountability Plan)*

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

### *Legal Reference:*

#### EDUCATION CODE

2558.2 *Use of revenue limits to determine average daily attendance of homeless children*

39807.5 *Payment of transportation costs by parents*

48850 *Educational rights; participation in extracurricular activities*

48852.5 *Notice of educational rights of homeless students*

48852.7 *Enrollment of homeless students*

48915.5 *Recommended expulsion, homeless student with disabilities*

48918.1 *Notice of recommended expulsion*

51225.1-51225.3 *Graduation requirements*

52060-52077 *Local control and accountability plan*

#### CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures*

#### UNITED STATES CODE, TITLE 42

11431-11435 *McKinney-Vento Homeless Assistance Act*

### *Management Resources:*

#### CALIFORNIA CHILD WELFARE COUNCIL

*Partial Credit Model Policy and Practice Recommendations*

#### CALIFORNIA DEPARTMENT OF EDUCATION

*Homeless Education Dispute Resolution Process, January 30, 2007*

#### NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

*Homeless Liaison Toolkit, 2013*

#### U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004*

#### WEB SITES

*California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACildWelfareCouncil.aspx>*

*California Department of Education, Homeless Children and Youth Education:*

*<http://www.cde.ca.gov/sp/hs/cy>*

*National Center for Homeless Education at SERVE: <http://www.serve.org/nche>*

*National Law Center on Homelessness and Poverty: <http://www.nlchp.org>*

*U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>*

**Instruction**

AR 6173(a)

**EDUCATION FOR HOMELESS CHILDREN****Definitions**

*Homeless students* means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

(cf. 6173.1 - Education for Foster Youth)

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

*School of origin* means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7)

*Best interest* means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

**EDUCATION FOR HOMELESS CHILDREN** (continued)

**District Liaison**

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

School Nurse  
745 Tenth Street  
Colusa, CA 95932

530.458.7791

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel and through coordinated activities with other entities and agencies

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 3553 - Free and Reduced-Price Meals)*

*(cf. 5141.6 - School Health Services)*

2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

*(cf. 5145.6 - Parental Notifications)*

5. Disseminate notice of the educational rights of homeless students in district schools that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)
6. Mediate enrollment disputes in accordance with law, Board policy, and administrative regulation
7. Fully inform parents/guardians of all transportation services

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

*(cf. 3250 - Transportation Fees)*

*(cf. 3541 - Transportation Routes and Services)*

8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159 - Individualized Education Program)*

10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

### **Enrollment**

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

When making a placement decision for a homeless student, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (Education Code 48852.7; 42 USC 11432)

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. Does not have clothing normally required by the school, such as school uniforms

*(cf. 5132 - Dress and Grooming)*

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history

*(cf. 5111 - Admission)*

*(cf. 5111.1 - District Residency)*

*(cf. 5125 - Student Records)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

### **Resolving Enrollment Disputes**

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand. The written explanation shall include:

1. The district liaison's contact information
2. A description of the district's placement decision
3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities
4. Notice of the parent/guardian's right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education

The district liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

### **Transportation**

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

*(cf. 3250 - Transportation Fees)*

*(cf. 3541 - Transportation Routes and Services)*

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

### **Transfer of Coursework and Credits**

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)



## **EDUCATION FOR HOMELESS CHILDREN (continued)**

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district 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 homeless 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)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless 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)*

### **Applicability of Graduation Requirements**

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, 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 homeless 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 district liaison for homeless students 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 student is no longer homeless. (Education Code 51225.1)

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

To determine whether a homeless 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 homeless 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 homeless 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 homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless 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 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 homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless 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

### **Eligibility for Extracurricular Activities**

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

## **EDUCATION FOR HOMELESS CHILDREN** (continued)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

### **Notification and Complaints**

Information regarding the educational rights of homeless 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 homeless 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)*

**Instruction**

AR 6173.1(a)

**EDUCATION FOR FOSTER YOUTH****Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

**District Liaison**

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

School Nurse  
745 Tenth Street  
Colusa, CA 95932  
530.458.7791

(cf. 6173 - Education for Homeless Children)

AR 6173.1(b)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

*(cf. 5125 - Student Records)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

*(cf. 5141.6 - School Health Services)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

AR 6173.1(c)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

*(cf. 1020 - Youth Services)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

*(cf. 0460 - Local Control and Accountability Plan)*

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

## **Enrollment**

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.

AR 6173.1(d)

- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

AR 6173.1(e)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. Does not have clothing normally required by the school, such as school uniforms

*(cf. 5132 - Dress and Grooming)*

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

*(cf. 5111.1 - District Residency)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

*(cf. 9320 - Meetings and Notices)*

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

AR 6173.1(f)



## **Transportation**

The district shall not be responsible for providing transportation to and from the school of origin.

*(cf. 3540 - Transportation)*  
*(cf. 3541 - Transportation Routes and Services)*

## **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

## **Transfer of Coursework and Credits**

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth 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)

AR 6173.1(g)

## **EDUCATION FOR FOSTER YOUTH (continued)**

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades

earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth 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)

### **Applicability of Graduation Requirements**

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, 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 foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth 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 student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth 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 foster youth 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 foster youth'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)

AR 6173.1(h)

### **EDUCATION FOR FOSTER YOUTH (continued)**

The district shall not require or request a foster youth 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 foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option 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 foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

### **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*

### **Notification and Complaints**

Information regarding the educational rights of foster youth 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 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 5145.6 - Parental Notifications)*

AR 6173.1(i)

### **EDUCATION FOR FOSTER YOUTH (continued)**

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 -

Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 1312.3 - Uniform Complaint Procedures)*

Regulation  
approved:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

**Instruction**

BP 6179(a)

## **SUPPLEMENTAL INSTRUCTION**

**H.2.q.**

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

*(cf. 6164.5 - Student Success Teams)*

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

*(cf. 1020 - Youth Services)*

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to:

1. Students in grades 2-9 who have been retained or recommended for retention at their current grade level (Education Code 37252.2, 48070.5)

*(cf. 5123 - Promotion/Acceleration/Retention)*

BP 6179(b)

### **SUPPLEMENTAL INSTRUCTION (continued)**

2. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6162.51 - State Academic Achievement Tests)*

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6142.94 - History-Social Science Instruction)*

3. High school students who need support to successfully complete courses required for graduation

*Legal Reference: (see next page)*

## **SUPPLEMENTAL INSTRUCTION (continued)**

*Legal Reference:*

EDUCATION CODE

37200-37202 *School calendar*

37223 *Weekend classes*

37252-37254.1 *Supplemental instruction, summer school*

42238.01-42238.07 *Local control funding formula*

46100 *Length of school day*

48070-48070.5 *Promotion and retention*

48200 *Compulsory education*

48985 *Translation of notices*

51210-51212 *Courses of study, elementary schools*

51220-51228 *Courses of study, secondary schools*

52060-52077 *Local control and accountability plan*

60603 *Definitions, core curriculum areas*

60640-60649 *California Assessment of Student Performance and Progress*

60850-60859 *High school exit examination, especially:*

60851.5 *Suspension of high school exit examination*

CODE OF REGULATIONS, TITLE 5

11470-11472 *Summer school*

UNITED STATES CODE, TITLE 20

6316 *Program improvement schools and districts*

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

**Board Bylaws**

BB 9150(a)

**STUDENT BOARD MEMBERS**

In order to enhance communication between the Governing Board and the student body and to engage students in the district's educational programs and operations, the Board encourages the involvement of high school students in district governance. The inclusion of one or more student representatives on the Board shall be ordered upon receipt of a student petition in accordance with Education Code 35012 or may be ordered at any time at the discretion of the Board.

**Petition**

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. This petition, or a separate petition submitted after students have been appointed to the Board, also may include a request to allow preferential voting for student Board members. (Education Code 35012)

*Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. (Education Code 35012)

To be eligible for consideration by the Board, the petition for student representation or the petition for preferential voting shall contain the signatures of no less than 500 regularly enrolled high school students, or no less than 10 percent of the number of regularly enrolled high school students, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of a student member on the Board or shall act to allow preferential voting for the student Board member, as applicable. (Education Code 35012)

Once established, the student Board member position shall remain in effect until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. (Education Code 35012)

**Selection of Student Board Member**

Student Board members shall be elected by the students enrolled in the high school or high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

**Role and Responsibilities of Student Board Members**

The term of a student Board member shall be one year, commencing on July 1. (Education Code 35012)

## **STUDENT BOARD MEMBERS** (continued)

A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

*(cf. 9321 - Closed Session Purposes and Agendas)*

A student Board member shall be recognized at Board meetings as a full member and shall be seated with other members of the Board. In addition, a student Board member shall receive all materials presented to other Board members except those related to closed sessions, and he/she may participate in questioning witnesses and discussing issues. (Education Code 35012)

*(cf. 9322 - Agenda/Meeting Materials)*

When a student petition has requested preferential voting rights for student Board members or when the Board has granted preferential voting rights, a student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

*(cf. 9324 - Minutes and Recordings)*

A student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

*(cf. 9323.2 - Actions by the Board)*

A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

*(cf. 3350 - Travel Expenses)*

*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

## **Student Board Member Development**

As necessary, the Superintendent or designee shall, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their Board responsibilities.



**STUDENT BOARD MEMBERS** (continued)

The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.

*Legal Reference:*

EDUCATION CODE

33000.5 *Appointment of student members to State Board of Education*

35012 *Board members; number, election and terms; student members*

GOVERNMENT CODE

3540-3549.3 *Educational Employment Relations Act*

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

National School Boards Association: <http://www.nsba.org>

Bylaw  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
December 2015

MINOR REVISIONS  
December 2015  
Page 1 of 2

**AR 4032 - Reasonable Accommodation**

Add new 2<sup>nd</sup> paragraph under item #2 to reflect Government Code 12940, as amended by AB 987 (Ch. 122, Statutes of 2015), as follows:

**No employee or job applicant who requests an accommodation for his/her physical or mental disability shall be subjected to discrimination or to any punishment or sanction, regardless of whether the request for accommodation was granted. (Government Code 12940)**

Revise the subsequent paragraph to change designation of coordinator for nondiscrimination in employment from BP 4030 to AR 4030, as follows:

The district designates the position specified in ~~BP~~ **AR 4030 - Nondiscrimination in Employment** as the coordinator of its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate any and all related complaints.

**BP 4119.11/4219.11/4319.11 - Sexual Harassment**

Revise 6<sup>th</sup> paragraph to change cite to administrative regulation containing procedures for employee complaints of sexual harassment from AR 4031 to AR 4030, as follows:

Complaints of sexual harassment shall be filed in accordance with ~~AR 4031—Complaints Concerning Discrimination in Employment~~ **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.

**BP 5117 - Interdistrict Attendance**

Add new paragraph at the end of the BP to reflect Education Code 48301, as amended by AB 306 (Ch. 771, Statutes of 2015), as follows:

**A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)**

*(cf. 6173.2 - Education of Children of Military Families)*

MINOR REVISIONS  
December 2015  
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**BP 5123 - Promotion/Acceleration/Retention**

Revise last paragraph of BP as follows to clarify that provision of supplemental instruction to students "at risk" of retention is optional:

~~When a student is identified as being at risk for retention,~~ **any student in grades 2-9 is retained or recommended for retention** or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. **The Superintendent or designee also may offer supplemental instruction to**

**a student in grades 2-6 who is identified as being at risk for retention.** (Education Code 37252.2, 37252.8, 48070.5)

H.2.w.

**AR 5125 - Student Records**

In section "Access for Limited Purpose/Legitimate Educational Interest," revise 1<sup>st</sup> paragraph of item #6 to reflect Education Code 69432.9 and 69432.92, as amended and added by AB 1091 (Ch. 637, Statutes of 2015), as follows:

6. The Student Aid Commission, ~~for the purpose of providing~~ **to provide** the grade point average (GPA) of all district students in grade 12 **and, when requested, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in** ~~to~~ the Cal Grant postsecondary financial aid program. ~~except~~ **However, such information shall not be submitted** when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, **69432.92**)

H.2.x.

**BP 6142.92 - Mathematics Instruction**

Under the 6th paragraph, add the following paragraph to reflect Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015):

**The Superintendent or designee shall develop protocols to ensure that students are appropriately placed in mathematics courses and are not unnecessarily required to repeat a course that they have successfully completed in an earlier grade level.**

*(cf. 6152.1 - Placement in Mathematics Courses)*

H.2.y.

**BP 6177 - Summer Learning Programs**

In section "Summer School," delete item #2 to reflect the suspension of the high school exit examination through the 2017-18 school year pursuant to Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), as follows. Renumber remaining items in list.

- ~~2. Have not made sufficient progress toward passing the state exit examination required for high school graduation~~

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 12, 2016			BATCH 29
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
840	KATHY APLANALP	\$ 20.98	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
825	BEELER TRACTOR	\$ 1,784.25	01	MOT	GATOR REPAIR/PARTS
813	TERRY BILADEAU	\$ 184.14	01	MOT	REIMBURSE FOR MILEAGE
813	TERRY BILADEAU	\$ 265.00	01	MOT	REIMBURSE FOR SUPPLIES PURCHASED
814	CCOE	\$ 488.89	01	DO	BANK CHARGES/EMS WORKSHOP FEE
RC45	CUSD EMER FD-VOID CHECK NSCIF	\$ (45.00)	01	DO	VOID CHECK
RC45	CUSD EMER FD-JEREMY MILLER	\$ 203.55	01	DO	REISSUE CHECK
RC45	CUSD EMER FD-BRIAN COPPIN	\$ 155.25	01	DO	RESISSUE CHECK
RC45	CUSD EMER FD	\$ 336.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC45	CUSD EMER FD-	\$ 12.90	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC45	CUSD EMER FD-	\$ 231.82	01	CHS	MUSIC ENTRY FEE
832	CPM	\$ 17,467.50	21	BOND	CONSULTING FEE
816	CRYSTAL DAIRY	\$ 3,400.01	13	CAFET	FOOD
817	DANIELSEN CO	\$ 5,681.29	13	CAFET	FOOD
828	DAVIES OIL	\$ 1,440.39	01	MOT	FUEL FOR VEHICLES
815	FRANZ BAKERIES	\$ 580.96	13	CAFET	FOOD
826	GEARY PACIFIC	\$ 225.74	01	MOT	MAINTENANCE SUPPLIES
806	GENERAL PRODUCE	\$ 4,008.00	13	CAFET	FOOD
808	GOLD STAR FOODS	\$ 15,617.32	13	CAFET	FOOD
811	GRIFFS FEED AND SEED	\$ 199.56	01	MOT	MAINTENANCE SUPPLIES
807	ZEBA HONE	\$ 201.09	01	DO	REIMBURSE MILEAGE
810	MARIBEL HUGHES	\$ 5.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
821	LUCILLE IMHOFF	\$ 215.14	01	HMS	REIMBURSE MILEAGE
809	INTERQUEST DETECTION CANINES	\$ 350.00	01	EMS/CHS	DRUG DOG VISIT
838	LARA KELLEHER	\$ 30.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
839	LCMS AWARDS	\$ 60.74	01	CHS	AWARDS
835	LINDHURST HIGH SCHOOL	\$ 400.00	01	SPORTS	SOFTBALL ENTRY FEE
820	TINA LYONS	\$ 366.76	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
827	MERIDIAN DIESEL	\$ 123.24	01	MOT	BUS REPAIR
831	MITEL LEASING	\$ 1,461.84	01	ALL	PHONE SYSTEM LEASE
836	NATURE BRIDGE	\$ 11,144.00	01	CHS	ESA TRIP
812	NSCIF	\$ 517.01	01	SPORTS	OFFICIALS
837	KIM OLSON	\$ 21.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
833	PAPE RENTS	\$ 763.26	25	DEVFEE	REMOVE CONCRETE FOR PORTABLE WORK
824	PEERLESS ENTERTAINMENT	\$ 732.00	01	BPS	MOVIE FOR ASES PROGRAM
818	SORENSEN PEST CONTROL	\$ 258.00	01	ALL	PEST CONTROL SERVICE
834	SUTTER HIGH	\$ 350.00	01	SPORTS	JV BASEBALL ENTRY FEE
830	THREE B'S TOILET RENTAL	\$ 161.25	01	ALL	PORTABLE TOILET RENTAL
RC46	US BANK CALCARD VISA	\$ 23,416.97	01	ALL	SEE ATTACHED
819	VALLEY TRUCK TRACTOR	\$ 44.32	01	MOT	MAINTENANCE SUPPLIES
829	YUBA SAFE AND LOCK	\$ 1,400.70	01	MOT	LOCK REPLACE/REPAIR
<b>TOTAL ALL FUNDS</b>		<b>\$ 94,630.87</b>			

## US BANK CALCARD VISA

Sheryl Parker

8-Feb	FLORA FRESH	\$130.35	CHS FLORAL DESIGN SUPPLIES
5-Feb	JW WOOD CO INC	\$215.45	MOT MAINTENANCE SUPPLIES
5-Feb	AMAZON.COM	\$9.62	DO SUPPLIES
5-Feb	AMAZON.COM AMZN.COM/BILL	\$16.11	DO SUPPLIES
5-Feb	AMAZON MKTPLACE PMTS	\$135.00	CHS AED CASE
5-Feb	AMAZON.COM AMZN.COM/BILL	\$29.01	DO SUPPLIES
5-Feb	MJB WELDING SUPPLY, INC.	\$736.11	CHS AG SUPPLIES
4-Feb	AMAZON.COM	\$42.99	DO SUPPLIES
4-Feb	IN *CLIMATE CONTROL, INC.	\$1,205.57	MOT HVAC REPAIR
4-Feb	IN *CLIMATE CONTROL, INC.	\$774.00	MOT HVAC REPAIR
4-Feb	HILLYARD INC SACRAMENTO	\$2,673.86	MOT CUSTODIAL SUPPLIES
4-Feb	MESSICK ACE HARDWARE	\$922.68	MOT MAINTENANCE SUPPLIES
3-Feb	ORIENTAL TRADING CO	\$21.46	DO SUPPLIES
1-Feb	WALGREENS.COM #5995	\$107.48	NURSING SUPPLIES
1-Feb	QUILL CORPORATION	\$3,472.65	BPS SUPPLIES

Mike Phenicie

2-Feb	SAV-MOR FOODS#31	\$20.68	FOM SUPPLIES
2-Feb	SAV-MOR FOODS#31	\$15.80	FOM SUPPLIES

Leasa Hill

3-Feb	C&C SMART FOODS1705721	(\$74.57)	CAFET CREDIT FOR RETURN
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Jeremy Miller

8-Feb	AMAZON.COM	\$37.80	TECH SUPPLIES
8-Feb	CDW GOVERNMENT	\$459.37	TECH SUPPLIES
3-Feb	CDW GOVERNMENT	\$491.53	TECH SUPPLIES
3-Feb	CDW GOVERNMENT	\$339.06	TECH SUPPLIES
3-Feb	TECHDOCENT	\$295.93	TECH SUPPLIES
1-Feb	GOOGLE *INPOCKETSOLUTI	\$2.99	TECH AP FOR TEACHER

Zeba Hone

4-Feb	CCIS	\$855.00	HMS REGISTRATION FOR WORKSHOP
1-Feb	IXL	\$100.00	HMS SOFTWARE REGISRATION

Terry Biladeau

28-Jan	RENTAL GUYS CHICO	\$103.95	MOT EQUIPMENT RENTAL
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Nick Schantz

2-Feb	LOWES #01933*	\$276.96	MOT MAINTENANCE SUPPLIES
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Jody Johnston

8-Feb	QUILL CORPORATION	\$1,244.80	EMS SUPPLIES
4-Feb	PERIPOLE INC	\$312.00	EMS CHORUS SUPPLIES
1-Feb	AMAZON MKTPLACE PMTS	\$53.97	EMS SUPPLIES
1-Feb	ADVANCED DOCUMENT CONC	\$301.16	EMS SUPPLIES

Ron Rogers

1-Feb	AUTOZONE #3710	\$193.47	MOT VEHICLE SUPPLIES
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Darren Brown

8-Feb	CB ANNOUNCEMENTS BALFOUR	\$250.42	CHS SUPPLIES
8-Feb	STARBUCKS #14071 YUBA CIT	\$29.90	CHS SUPPLIES
8-Feb	SP * TEXAS MARKER	\$387.95	CHS SUPPLIES
8-Feb	QUILL CORPORATION	\$547.93	CHS SUPPLIES
2-Feb	AMADOR STAGE LINES	\$5,291.66	CHS BUS FOR YOSEMITE TRIP
1-Feb	REGISTRATIONS FOR YOU	\$835.00	CHS WORKSHOP REGISTRATION
1-Feb	BIO RAD LABORATORIES	\$69.88	CHS SUPPLIES
1-Feb	BIO RAD LABORATORIES	\$180.18	CHS SUPPLIES
1-Feb	BIO RAD LABORATORIES	\$133.47	CHS SUPPLIES
1-Feb	BIO RAD LABORATORIES	\$59.39	CHS SUPPLIES
1-Feb	PTM DOCUMENT SYSTEMS INC	\$108.95	CHS SUPPLIES

TOTAL \$23,416.97

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 19, 2016			BATCH 30
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
855	PETER ADAMS	\$ 1,000.00	01	CHS	MEMORIAL PAYMENT
851	JENNIFER ALANIZ	\$ 87.48	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
847	ALHAMBRA	\$ 56.09	01	DO	WATER
846	ARCHITECTURAL NEXUS	\$ 12,028.00	21	BOND	ARCHITECT'S FEES
852	BUTTE COUNTY	\$ 150.00	01	EMS	WORKSHOP REGISTRATION FEES
849	CREATIVE BUS SALES	\$ 176,967.50	01	MOT	NEW BUS
854	GOV FINANCIAL STRATEGIES INC	\$ 2,500.00	25	DEV FEE	CONTINUING BOND DISCLOSURE REPORTING
843	LES SCHWAB TIRE CENTER	\$ 290.09	01	MOT	TIRES
848	TINA LYONS	\$ 54.36	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
841	MERIDIAN DIESEL	\$ 382.42	01	MOT	BUS REPAIR
845	ORLAND HIGH SCHOOL	\$ 40.00	95	CHS	FFA FEE
853	SCHOOL HEALTH CORPORATION	\$ 317.13	01	DO	BATTERY FOR AED
842	SPORTSMEN DEN	\$ 6,361.45	95	CHS	UNIFORMS/EQUIPMENT
850	SPURR	\$ 7,537.73	01	ALL	NATURAL GAS BILLING
844	SYSCO	\$ 1,928.42	13	CAFET	FOOD
RC47	US BANK CALCARD VISA	\$ 7,706.57	01	ALL	SEE ATTACHED
<b>TOTAL ALL FUNDS</b>		<b>\$ 217,407.24</b>			

## US BANK CALCARD VISA

Jeremy Miller

11-Feb	CDW GOVERNMENT	\$516.00	TECH SUPPLIES FOR SITES
10-Feb	CDW GOVERNMENT	\$906.23	TECH SUPPLIES FOR SITES
11-Feb	CDW GOVERNMENT	\$320.61	TECH SUPPLIES FOR SITES
11-Feb	CDW GOVERNMENT	\$30.00	TECH SUPPLIES FOR SITES
11-Feb	CDW GOVERNMENT	\$905.60	TECH SUPPLIES FOR SITES
10-Feb	AMAZON MKTPLACE PMTS	\$25.97	TECH SUPPLIES FOR SITES

Zeba Hone

11-Feb	USPS 05172809334414268	\$25.00	DO POSTAGE
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Rosemary Hicks

5-Feb	SQ *THE WOOD SHOP	\$15.00	BPS ASES SUPPLIES
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Jody Johnston

9-Feb	ORIENTAL TRADING CO	\$151.44	EMS SUPPLIES
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Darren Brown

11-Feb	AMAZON MKTPLACE PMTS	\$77.70	CHS SUPPLIES
11-Feb	WELLINGTON FRAGRANCE	\$90.96	CHS SUPPLIES
10-Feb	BULKAPOTHECARY.COM	\$132.30	CHS SUPPLIES
11-Feb	AMAZON.COM	\$38.71	CHS SUPPLIES
8-Feb	AMAZON.COM	\$77.42	CHS SUPPLIES
8-Feb	FROMUTH TENNIS	\$655.14	CHS SUPPLIES
8-Feb	EVERBIND	\$869.29	CHS BOOKS
5-Feb	EVERBIND	\$632.77	CHS BOOKS
3-Feb	EVERBIND	\$1,562.97	CHS BOOKS
28-Jan	EVERBIND	\$555.28	CHS BOOKS
27-Jan	APPERSON	\$311.65	CHS SUPPLIES

Ron Rogers

10-Feb	AUTOZONE #3710	(\$193.47)	MOT RETURN AUTO SUPPLIES
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TOTAL \$7,706.57

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 26, 2016			BATCH 31
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
862	ALL RITE ROOFING	\$ 3,460.00	01	MOT	CHS GYM ROOF REPAIR
867	CA ASSN FFA	\$ 1,480.00	01	CHS	FFA STATE CONFERENCE REGISTRATION
860	CVT	\$ 104,991.86	01	ALL	MARCH PREMIUMS
870	CHEVRON & TEXACO	\$ 105.14	01	MOT	FUEL FOR VEHICLES
859	CHICO POWER EQUIPMENT	\$ 365.96	01	MOT	REPAIR OF EQUIPMENT
856	CUSD CAFETERIA FUND	\$ 56.25	01	MOT	TIRES
RC49	CUSD EMER FD-US BANK CALCARD VISA	\$ 8,075.23	01	ALL	SEE ATTACHED
RC48	CUSD EMER FD-NATALIE AYALA	\$ 127.90	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC48	CUSD EMER FD-PAM KALISUCH	\$ 75.14	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC48	CUSD EMER FD-AMERICAN FIDELITY	\$ 16.00	01	DO	DISABILITY PREMIUM
RC48	CUSD EMER FD-ROBIN MYERS	\$ 207.29	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC48	CUSD EMER FD-SUPERIOR REGION CATA	\$ 75.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC48	CUSD EMER FD-DJ WES BOGALE	\$ 150.00	01	EMS	DJ FOR EMS DANCE
RC48	CUSD EMER FD-JONAH TONGSON	\$ 121.91	01	DO	REISSUE LOST PAYCHECK
RC48	CUSD EMER FD-CASBO	\$ 55.00	01	DO	WORKSHOP REGISTRATION
864	HERFF JONES	\$ 60.82	01	HMS	DIPLOMAS
863	LARA KELLEHER	\$ 38.64	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
869	PATRICIA KELLEY	\$ 460.00	01	CHS	PIANO ACCOMPANIST
868	RASAN KNOX	\$ 54.65	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
858	MESCHNER DOOR	\$ 239.00	01	MOT	FIX DOORS ON BAGWORKS
861	TEIA MILLER	\$ 17.18	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
865	NORTH WOODWINDS	\$ 272.74	01	CHS	INSTRUMENT REPAIR
866	PG&E	\$ 25,615.73	01	ALL	ELECTRIC BILLING
857	PLATT	\$ 572.21	01	MOT	MAINTENANCE SUPPLIES
<b>TOTAL ALL FUNDS</b>		<b>\$ 146,693.65</b>			



## CUSD EMER FD- US BANK CALCARD VISA-CK 5190

Sheryl Parker

22-Feb	AMAZON MKTPLACE PMTS	\$38.95	DO OFFICE SUPPLIES
18-Feb	VZWRLSS*MY VZ VB P	\$1,370.12	ALL CELL PHONE BILLING
15-Feb	SOUTHWES 5262182207422	\$167.96	DO WORKSHOP TRAVEL EXPENSE
12-Feb	AMAZON MKTPLACE PMTS	\$73.04	DO OFFICE SUPPLIES

Mike Phenicie

22-Feb	FESTIVALS OF MUSIC	\$100.00	CHS FESTIVAL REGISTRATOIN
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Leasa Hill

22-Feb	POLAR LEASING COMPANY	(\$200.00)	CREDIT FOR RETURN OF DEPOSIT
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Jeremy Miller

22-Feb	FRY'S ELECTRONICS #14	\$216.99	TECH SUPPLIES
11-Feb	HOTELS.COM127662176025	\$526.24	LODGING FOR WORKSHOP

Zeba Hone

12-Feb	CHKMATE*INSTANTCHECKMATE	\$59.16	DO BACKGROUND CHECK SERVICE
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Nick Schantz

15-Feb	LOWES #01933*	\$275.26	MOT MAINTENANCE SUPPLIES
12-Feb	LOWES #01933*	\$88.76	MOT MAINTENANCE SUPPLIES

Jody Johnston

15-Feb	GRAPHICSLAND INC	\$169.95	EMS PRINT BUMPER STICKER
10-Feb	SSI*SCHOOL SPECIALTY	\$607.46	EMS SUPPLIES
1-Feb	TEACHER CREATED MTLs	\$208.23	EMS SUPPLIES

Darren Brown

16-Feb	CAROLINA BIOLOGIC SUPPLY	\$142.37	CHS SCIENCE SUPPLIES
15-Feb	AMAZON MKTPLACE PMTS	\$119.90	CHS SUPPLIES
15-Feb	SQ *SUPREME ATHLETICS	\$1,204.00	CHS ATHLETIC SUPPLIES
15-Feb	ELECTRO-MECH SCOREBOARD C	\$55.00	CHS PARTS FOR SCOREBOARD
15-Feb	THE DRAGON'S EDGE	\$101.96	CHS ASB SUPPLIES
15-Feb	WWW.DICKSPORTNGGOODS.COM	\$300.96	CHS ATHLETIC SUPPLIES
12-Feb	WWW.DICKSPORTNGGOODS.COM	\$670.35	CHS ATHLETIC SUPPLIES
12-Feb	VWR INTERNATIONAL INC	\$550.92	CHS SUPPLIES

Bo Salazar

11-Feb	PAYPAL *NEW MGMT	\$335.28	MOT MAINTENANCE SUPPLIES
5-Feb	DECKER EQUIPMENT	\$42.05	MOT MAINTENANCE SUPPLIES

Ron Rogers

22-Feb	GEWEKE FORD SERVICE & PAR	\$167.35	INSTALL BACKUP SENSORS ON NEW VANS
22-Feb	GEWEKE FORD SERVICE & PAR	\$334.70	INSTALL BACKUP SENSORS ON NEW VANS
22-Feb	STAPLES 00102863	\$348.27	MOT OFFICE SUPPLIES

\$8,075.23

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE MARCH 4, 2016			BATCH 32	
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION	
902	A-Z BUS SALES	\$ 182.09	01	MOT	BUS REPAIR SUPPLIES	
901	AMERICAN FIDELITY	\$ 351.83	01	DO	DISABILITY PREMIUM	
881	CHRISTINA BAILEY	\$ 32.39	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
898	BAXTER AUTO PARTS	\$ 10.43	01	MOT	VEHICLE SERVICE SUPPLIES	
885	CASCADE ATHLETIC SUPPLY	\$ 349.98	01	SPORTS	SUPPLIES	
897	CLOSE LUMBER	\$ 10.89	01	MOT	MAINTENANCE SUPPLIES	
874	CCOE	\$ 8,607.14	01	DO	FIREWALL SOFTWARE	
880	CUSD CAFETERIA FUND	\$ 65.25	01	BPS	YOGURT PARFAIT REWARDS FOR STUDENTS	
RC50	CUSD EMER FD-US BANK CALCARD VISA	\$ 1,248.82	01	ALL	SEE ATTACHED	
882	CUSD GENERAL FUND	\$ 152.00	95	CHS	FBLA PAY FOR BUS	
895	CONTINENTAL ATHLETIC SUPPLY	\$ 870.75	01	SPORTS	SUPPLIES	
876	HERFF JONES	\$ 24.27	01	HMS	DIPLOMAS	
899	INTERQUEST DETECTION CANINES	\$ 700.00	01	EMS/CHS	2 DRUG DOG VISITS	
878	JAMES MARTA & CO	\$ 2,320.00	01	DO	FINAL AUDIT PAYMENT	
877	SHANNON LAUX	\$ 119.18	01	DO	REIMBURSE MILEAGE	
884	ERIC LAY	\$ 750.00	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
896	TINA LYONS	\$ 165.11	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
871	MERIDIAN DIESEL	\$ 392.00	01	MOT	BUS SERVICE	
879	MIDDLE MOUNTAIN HIKES	\$ 600.00	01	EMS	FIELD TRIP	
887	MILL CREEK RESORT	\$ 2,211.30	01	CHS	ESA TRIP	
892	NSCIF	\$ 924.00	01	SPORTS	PLAYOFF PROCEEDS/OFFICIALS	
873	NSP3	\$ 6,738.13	01	BPS	TABLES	
872	PLATT	\$ 70.95	01	MOT	MAINTENANCE SUPPLIES	
888	RAMADA UNIVERSITY	\$ 1,934.01	01	CHS	FFA STATE CONVENTION ROOMS	
900	RECOLOGY	\$ 2,822.27	01	ALL	GARBAGE SERVICE	
875	RIVERBANK PIZZA	\$ 27.93	01	BPS	PIZZA	
890	SLIP CO OP	\$ 50.00	13	CAFET	MEMBERSHIP	
889	STANDARD INSURANCE	\$ 1,761.82	01	DO	INCOME PROTECTION PREMIUMS	
886	STEPHANIE STEVER	\$ 45.89	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
891	TCSIG	\$ 200.00	01	ALL	ADDITIONAL PROPERTY INSURANCE PREM.	
894	US AWARDS	\$ 105.44	01	CHS	AWARDS	
893	JOE WILLIAMSON	\$ 87.57	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
<b>TOTAL ALL FUNDS</b>		<b>\$ 33,931.44</b>				

# CUSD EMER FD- US BANK CALCARD VISA-CK 5190

Clair Toth

22-Feb	LAKESHORE LEARNING #36	\$57.46	BPS SUPPLIES
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Jody Johnston

15-Feb	ACCURATE LABEL DESIGNS	\$81.95	EMS SUPPLIES
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Darren Brown

22-Feb	SULLIVAN SUPPLY INC	\$469.78	CHS AG SUPPLIES
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19-Feb	MY PERSONALIZED RIBBONS	\$269.68	CHS ASB SUPPLIES
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15-Feb	DAZADI, INC.	\$369.95	MOT SUPPLIES
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Total \$1,248.82

**COLUSA UNIFIED SCHOOL DISTRICT**

745 Tenth Street  
Colusa, CA 95932

1.1.a.

**UNOFFICIAL MINUTES**  
Board of Trustees Board Meeting

February 9, 2016

- CALL TO ORDER                   The meeting was called to order at 6:00 p.m. in the District Office Board Room by Board President Kelli Griffith-Garcia, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Lincoln Forry and Kathie Whitesell. Also in attendance was Superintendent Dwayne Newman, staff and community members.
- PLEDGE OF ALLEGIANCE       Ann Kalisuch led the Pledge of Allegiance.
- STUDENT REPORT               Ann Kalisuch reported on upcoming CHS events.
- HEARING OF THE PUBLIC FOR  
ITEMS ON THE AGENDA       No information was presented.
- HEARING OF THE PUBLIC FOR  
ITEMS NOT ON THE AGENDA   No information was presented
- RECOGNITIONS &  
CELEBRATIONS               Mr. Brown recognized Dan Kiely for his many years of dedication to the athletes of CHS. Mrs. Toth recognized the BPS Paraeducators for their hard work and efforts.
- PRESIDENT'S REPORT         CRAF – None.  
FOM – Terry Bressler reported that Mr. Phenecie and the CHS students made it back safely from Carnegie Hall.  
FOA – Kelli Griffith-Garica reported that students are preparing for the Colusa County Fair.  
SELPA – Kathie Whitesell & Terry Bressler – None.  
Grounds – Lincoln Forry reported that continued progress is being made with the Ag Barn.
- Site Visits – Zeba Hone will work with the Board to set up a date for the site visits.
- SUPERINTENDENT'S REPORT  
IMPROVING ACHIEVEMENT
  - LCAP Recommendations from the Board – Mr. Newman asked the Board if they have anything other than what CUSD is currently focusing on that needs to be addressed. Mr. Bressler asked to see a demonstration on the new smart boards that are currently on the market.
  - Staffing Recommendations for 2016-17 – Mr. Newman presented a staffing proposal for the upcoming school year.
  - Teacher Recruiting Update – Mr. Newman provided information on the status of our current openings.
  - CA Healthy Kids Survey – CUSD students participated in a statewide survey where they self-reported on various aspects of their education. Mr. Newman reviewed the results of the survey.

Board of Trustees Meeting  
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- Memorandum of Understanding with CCOE Regarding CTE Incentive Grant - Mr. Newman signed an MOU with CCOE to allow the county to do work with middle school kids on career exploration.
- Summer School – There will not be a K-6 Summer School this year due the modernization projects that will be taking place. There will be a credit recovery program for grades 7-12.

SUPERINTENDENT'S REPORT  
MANAGEMENT

- Bond Project Update – An update was provided on the bond progress. Mr. Newman asked the board to do an informal poll of the community to gauge how residents felt about another bond measure on the ballot for 2016. The board does not feel as though the community is ready for another bond measure on the ballot this year.
- Developer Fee Update – Mr. Newman reported that the new developer fee rates have increased, but not enough to justify the study required to implement the rate increase. The board was comfortable with waiting until the rates were increased enough to make the study worthwhile.
- SB277 –Mr. Newman provided information on SB277. This law eliminates the personal belief exemption for parents who wish their children to attend public school without having received the state required vaccinations. School Nurse, Barbara Hankins, and Superintendent Newman expressed support for the goals and intent of SB277.
- Possible Change to SELPA Funding Formula – Mr. Neman provided information on the cost for SELPA services. He presented the plan for a new funding formula that will allow for a more fair distribution of excess costs among the participating SELPA districts.

SUPERINTENDENT'S REPORT  
BUDGET

Enrollment – Enrollment continues to be steady.

PRINCIPAL'S REPORT

Clair Toth and Ellen Cenami presented information on how the Paraeducators at BPS support student achievement. Mrs. Toth recognized the Paraeducators for the dedication and contributions to the students of CUSD.

CSEA REPORT

Nick Schantz reported that a ratification meeting occurred and two of three items were approved. Another meeting is scheduled.

CEA REPORT

Bobbi Weiglein stated that CEA is working on finalizing language to be ratified on. They are looking forward for all that is to come.

**INFORMATION / DISCUSSION /  
POSSIBLE ACTION ITEMS**  
ACTION ITEM #1516122

Motion was made by Terry Bressler, seconded by Lincoln Forry to approve Resolution #2015-16.05 – Adopting Compatibility, Uniformity, & Standardization for Analog Addressable, Fire Alarm, with Emergency Voice System.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye

Board of Trustees Meeting  
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Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516123

Motion was made by Charles Yerxa, seconded by Terry Bressler to approve a stipend for the CHS Counselor for one year in the amount of \$1431.00.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516124

Motion was made by Kathie Whitesell, seconded by Terry Bressler to approve the purchase of a short bed, 2 wheel drive Ag Truck with a rear view camera not to exceed the purchase price of \$35,000.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Nay

Vote: (4 Ayes, 1 Nay)

ACTION ITEM #1516125

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve the First Reading of Board Policies and Administrative Regulations as listed on the agenda.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516126

Motion was made by Terry Bressler, seconded Lincoln Forry to approve the Warrants: Batch #25-28.

Whitesell – Abstain  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Ayes

Board of Trustees Meeting  
February 9, 2016

---

Vote: (4 Ayes, 1 Abstain)

ACTION ITEM #1516127

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the following consent agenda items with the exception items c, d, e, and f:

- a. January 12, 2016 Meeting Minutes
- b. January 29, 2016 Special Meeting Minutes
- c. 2015-16 CSEA Tentative Agreement
- d. 2015-16 CSEA Salary Schedule
- e. CSEA Job Description for Administrative Assistants
- f. 2015-16 AB1200 Public Disclosure of Collective Bargaining Agreement for CSEA
- g. 2015-16 2<sup>nd</sup> Interim Report
- h. General Fund 01 Revision
- i. Surplus Equipment – School Bus
- j. Personnel Assignment Order #2015-2016 #8
- k. January Payroll
- l. ASB Financial Statement

Whitesell – Aye

Yerxa – Aye

Griffith-Garcia – Aye

Bressler – Aye

Forry – Aye

Vote: (Unanimous)

HEARING OF THE PUBLIC FOR  
MATTER ON CLOSED SESSION  
AGENDA

None.

The Board adjourned to Closed Session at 7:49 PM to consider and/or take action upon any of the following items:

1. Student Matters:

- a. Out of School Suspensions
- b. Inter-District Transfers

2. Personnel Matters:

- a. Public Employment
  1. 2015-2016 New Hires
- b. Public Employee Discipline/ Dismissal/Release/Resignations
  1. Resignations

3. Negotiations

Instructions 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).*

Board of Trustees Meeting  
February 9, 2016

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The Board reconvened from Closed Session at 8:15 PM. Board President, Kelli Griffith-Garcia reported out that the Board reviewed the Out of School Suspensions and Inter-District Transfers.

ADJOURNMENT

The meeting adjourned at 8:20 PM

Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant

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APPROVED BY:

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**COLUSA UNIFIED SCHOOL DISTRICT**

745 Tenth Street  
Colusa, CA 95932

I.1.b.

**UNOFFICIAL MINUTES**  
Board of Trustees Board Meeting

February 23, 2016

CALL TO ORDER

The meeting was called to order at 7:00 p.m. in the District Office Board Room by Board President Kelli Griffith-Garcia, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Lincoln Forry and Kathie Whitesell. Also in attendance were Superintendent Dwayne Newman and EMS Principal Jody Johnston.

HEARING OF THE PUBLIC FOR  
ITEMS ON THE AGENDA

No members of the public

HEARING OF THE PUBLIC FOR  
ITEMS NOT ON THE AGENDA

No members of the public

**INFORMATION / DISCUSSION /  
POSSIBLE ACTION ITEMS**  
NO ACTION TAKEN

The Board, on recommendation from Mr. Newman, tabled the matter of the HVAC Service Agreement until research could be done on whether a local vendor could provide this service.

ACTION ITEM #1516128

Motion was made by Terry Bressler, seconded by Lincoln Forry to approve Proposal from Warren Consulting Engineers, Inc. for CHS Ag Barn Building Pad Construction Staking.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516129

Motion was made by Kathie Whitesell, seconded by Terry Bressler to approve Proposal from Wallace Kuhl & Associates for CHS Ag Barn Earthwork Observation & Testing Services

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516130

Motion was made by Terry Bressler, seconded by Lincoln Forry to approve hiring of a CHS English Language Arts Teacher.

Board of Trustees Meeting  
February 23, 2016

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Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: ( Unanimous )

ACTION ITEM #1516131

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve hiring an additional 4<sup>th</sup> Grade Teacher at EMS.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Aye  
Forry – Aye

Vote: (Unanimous)

ACTION ITEM #1516132

Motion was made by Kathie Whitesell, seconded by Charles Yerxa to approve hiring a Physical Education Teacher for EMS/BPS.

Whitesell – Aye  
Yerxa – Aye  
Griffith-Garcia – Aye  
Bressler – Nay  
Forry – Aye

Vote: (4 Ayes, 1 Nay)

NO ACTION TAKEN  
DISCUSSION ONLY

Mr. Newman updated the board on progress toward filling positions vacated by staff who accepted the early retirement incentive.

NO ACTION TAKEN  
DISCUSSION ONLY

Mr. Newman requested the board complete the on-line superintendent evaluation by March 4. Mr. Bressler commented that the new format made completion of the evaluation much easier.

NO ACTION TAKEN

After discussion, the board decided to take no action on changing times for the second monthly regular meetings. Start times for those meetings will remain 7pm.

ADJOURNMENT

The meeting adjourned at 7:50 PM

Respectfully submitted by Dwayne Newman,  
Superintendent

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Board of Trustees Meeting  
February 23, 2016

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**APPROVED BY:**

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# Emergency Operations Plan for

## Colusa Unified School District

**March 2016**

District Superintendent: *Dwayne K. Newman*  
Signature

3/08/2016  
Date

Date Adopted by Board: \_\_\_\_\_

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# INTRODUCTION

## THE SEQUENCE OF CRISIS MANAGEMENT

The results of extensive interviews and a review of the crisis literature reveal that experts employ four phases of crisis management:

- **Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** deals with how to restore the learning and teaching environment after a crisis.

Crisis management is a continuous process in which all phases of the plan are being reviewed and revised. Good plans are never finished. They can always be updated based on experience, research, and changing vulnerabilities. This Plan provides the resources needed to respond to emergencies of all types.

<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

## MODEL EMERGENCY OPERATION PLAN TEMPLATE

The model Emergency Operations Plan (EOP) template has been designed specifically to help school district offices efficiently and effectively develop their own Standardized Emergency Management Systems (SEMS) and National Incident Management Systems (NIMS) compliant plans. The EOP can be used for any size or type of district office and is intended to walk you through the planning process, help you establish your site emergency teams, and implement necessary training and exercises to make your emergency procedures really work. In addition, the EOP contains a variety of recordkeeping templates and pull-out forms to facilitate training and use of your crisis "Go Kits" during exercises and real emergencies.

Remember, this is *your* Emergency Operations Plan so feel free to modify it or rearrange it in any way that makes the document useful and effective for your site emergency team. However, the basic structure of the plan is in compliance with the requirements of both SEMS and NIMS and should not be significantly modified. A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet your needs.

Special thanks go to the staff at the Sonoma County Office of Education and Redwood Empire Schools Insurance Group for doing most of the work preparing the EOP forms, instructions, and guidance materials. A United States Department of Education Emergency Response and Crisis Management Grant initially provided the needed support and resources to make this project possible. To properly complete the EOP, schools need to: **(1) Assign roles for Management staff and Section Chiefs (2) form their site emergency teams, (3) provide the appropriate training for all staff who are assigned roles within the plan (4) conduct exercises to test their plan, and (5) update their plans as needed.**



# Resources Available for Schools

## Information, Guides and Reports

### **Emergency Plan Web Site**

The U.S. Department of Education's (USDOE) Office of Safe and Drug-Free Schools' Emergency Plan Web site [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan) provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts and the like). The site provides access to USDOE materials, such as *Practical Information on Crisis Planning*, and links to additional emergency planning resources of government agencies, nongovernmental organizations, health-care provider resources, mental health resources, and state and local resources.

### ***Practical Information on Crisis Planning: A Guide for Schools and Communities***

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for each phase of crisis planning: mitigation and prevention, preparedness, response and recovery. This information is available at [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan).

### **Bomb Threat Assessment Guide: USDOE and Bureau of Alcohol, Tobacco and Firearms**

The *Step-by-Step Guide for Bomb Threats* can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15-step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at [www.ed.gov/emergencyplan/](http://www.ed.gov/emergencyplan/)

### **Campus Public Safety Guide**

The Department of Homeland Security's Office of Domestic Preparedness published a series titled *Campus Public Safety: Weapons of Mass Destruction and Terrorism Protective Measures* in April 2003. This document describes affirmative steps colleges and universities can take to prevent, deter or effectively respond to an attack by weapons of mass destruction. It is available at [www.ed.gov/emergencyplan/](http://www.ed.gov/emergencyplan/)

### **Safe Schools Initiative: USDOE and the U.S. Secret Service**

The 2002 *Safe Schools Initiative Guide and Final Report* provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at [www.ed.gov/emergencyplan/](http://www.ed.gov/emergencyplan/)

### **Information Specifically for Children**

A Web site with age-appropriate information for children on disasters is at [www.fema.gov/kids/](http://www.fema.gov/kids/). In addition, the Department of Homeland Security is working to expand its citizen preparedness “Ready” campaign by getting children involved in preparing for crises. The Web site is planned to be launched later this year.

### **Information Dealing With Trauma**

The National Child Traumatic Stress Network Web site [http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_tool](http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool) contains the following links to tools and materials that can be used by schools both for school planning purposes and as handouts to parents and caregivers:

*The link to “Presentation Tools”*

[http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_tool\\_present](http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_present) allows one to view and download slide presentations on selected topics related to child trauma and traumatic stress, including statistics on the prevalence of child trauma, current interventions to reduce the impact of child traumatic stress, and an overview of the National Child Traumatic Stress Network.

*The “Educational Materials” link*

[http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_tool\\_educ](http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_educ) includes tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

\*\*\*

### **Grants available from the U.S. Department of Education [www.ed.gov](http://www.ed.gov)**

#### ***Emergency Response and Crisis Management Discretionary Grants***

Emergency Response and Crisis Management grants provide funds to local educational agencies to improve and strengthen their emergency response and crisis management plans. In 2005, USDOE obligated 105 awards for a total of \$28 million. USDOE anticipates conducting another competition in the area of crisis planning and response in future years as well. [www.ed.gov/programs/dvpemergencyresponse/resources.html](http://www.ed.gov/programs/dvpemergencyresponse/resources.html)

#### ***The Safe Schools-Healthy Students Initiative Grants***

These grants provide students, schools and communities with federal funding to implement a comprehensive plan of activities, programs and services focusing on promoting healthy childhood development and preventing violence and alcohol and drug abuse. In fiscal year 2004, USDOE contributed a total of \$95 million for grants supporting this initiative. Other federal departments also contributed funds. We anticipate additional funding for this initiative in future years.

## What Laws Apply to Schools?

### **THE FIELD ACT**

(Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

### **THE KATZ ACT**

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

**PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS**  
California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed

**or,**

- A federal disaster declaration has been made

**NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.**

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

**POST-DISASTER SHELTERS**

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites* (ordering information is available from the Office of Emergency Services)

**THE PETRIS BILL**  
California Government Code Section 8607

Requires schools to respond to disasters using the  
Standardized Emergency Management System (SEMS) by December 1996

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

**HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5**

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

**NIMS training requirements:** All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700. Deadline was: Sept. 2007.  
(NOTE: RESIG has developed a 1 hour combined course to meet this requirement.)

**Initial compliance deadlines:**

- Phase I:** Initial Staff Training by **Oct. 2004**
- Phase II:** Identification of Relevant Plans, Procedures and Policies by **Nov. 2004**
- Phase III:** Modification of Existing Plans, Procedures and Policies by **July 2005**
- Phase IV:** Supporting NIMS Integration Center Standards by **2007**

# Emergency Telephone Numbers

In an **EMERGENCY**, dial 9-1-1 for:

- Fire Department
- Police Department
- Sheriff’s Office
- Highway Patrol

<b>American Red Cross, Three Rivers Chapter</b> .....(530) 673-1460
<b>Animal Regulation, Colusa County</b> .....(530) 458-0229
<b>CalTrans</b> .....(530) 458-2381
<b>Highway Patrol Info Line</b> .....(530) 473-2821
<b>Pacific Gas &amp; Electric Company</b> .....(800) 743-5000
<b>Wells Fargo Insurance</b> .....(530) 271-2722
<b>City Of Colusa Fire Department</b> .....(530) 458-7721
<b>Sac River Fire Department</b> .....(530) 458-0239
<b>City of Colusa Police Department</b> .....(530) 458-7777 or 458-7778
<b>Colusa County Office of Education</b> .....(530) 458-0350
<b>Colusa County Sheriff’s Department</b> .....(530) 458-0200
<b>Colusa County Dept. of Health Services (information)</b> .....(530) 458-0250
<b>Health Services Communicable Disease Reporting</b> ..(530) 458-0380 or (800) 655-3110

## About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: the Incident Command System (ICS). As a member of your district's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

**Incident Command System (ICS)** Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

**Standardized Emergency Management System (SEMS)** Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

**National Incident Management System (NIMS)** After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006, but is still in progress. **FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

### SO, WHAT'S A SCHOOL DISTRICT TO DO?

California's schools were issued their marching orders in 1994, when the State passed the Petris Bill. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, emergencies and disasters. HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5, which mandated the development and implementation of NIMS, now requires school districts to integrate that system into their plans as well.

## WHAT IS SEMS? (STANDARDIZED EMERGENCY MANAGEMENT SYSTEM)

A standardized approach to emergency management in California using several key concepts:

- 1) A management tool called the Incident Command System (ICS);
- 2) Mutual aid systems in which similar organizations assist each other in emergencies; and
- 3) Multiple agency coordination under which diverse organizations work together and communicate with each other.

### WHY USE SEMS?

- To qualify to receive State reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

### WHAT ARE THE ELEMENTS OF SEMS?

#### Key Components:

- **ICS** is a primary component
- Multi-Agency Coordination System
- Master Mutual Aid System
- Operational Areas
- OASIS

#### There are **SIX** levels of Communication:

- State Level
- Regional Level (Coastal Region)
- Op Area Level (County)
- SCOE for Information Coordination
- School District Level
- School Site Level

#### Key Functions:

- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**

## WHAT IS NIMS? (NATIONAL INCIDENT MANAGEMENT SYSTEM)

A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

### WHY USE NIMS?

- To qualify to receive Federal preparedness and response grants
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies

### WHAT ARE THE ELEMENTS OF NIMS?

#### Key Components:

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management and Maintenance

#### Key Organizational Structures:

- **ICS** - Incident Command System
- Multi-Agency Coordination System
- Public Information Systems

#### Key Functions:

- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**



## USING SEMS AND NIMS IN YOUR PLAN - AN OVERVIEW

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

**Management:** responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

**Planning/Intelligence:** responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

**Operations:** responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Staff and Visitor Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

**Logistics:** prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

**Finance/Administration:** in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for school districts to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called *the payers*.

### THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

## A Word about Unified Command

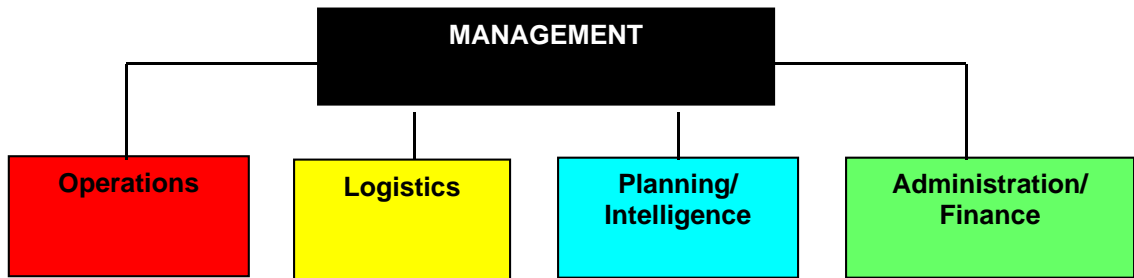
The control of and response to school district emergencies is the sole responsibility of the site emergency teams *until* first responders arrive. Once they are on site, incident command transitions to “**Unified Command.**” This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the District’s EOC Director/Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other district employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the District’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.

## The Dual Role of the District Office

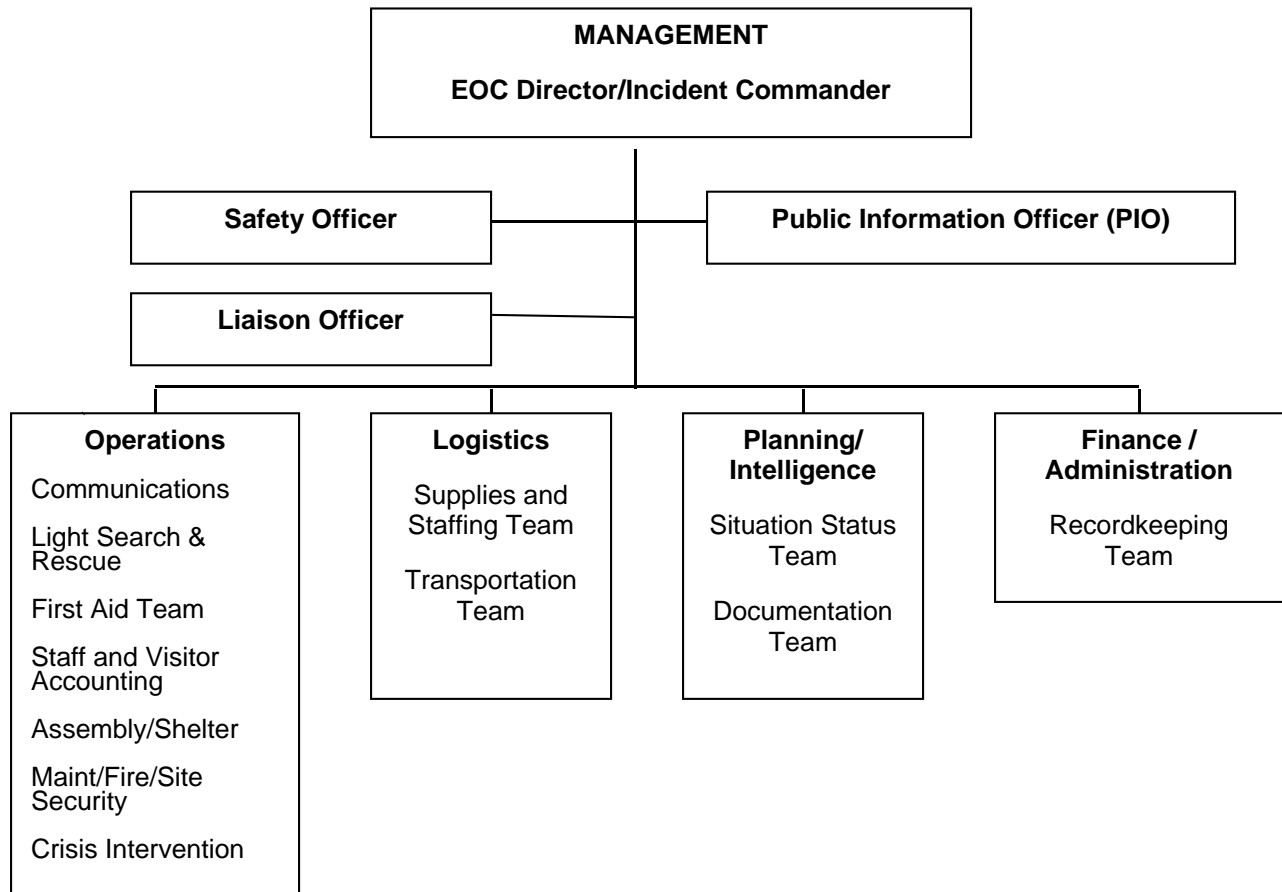
- The District Office must organize to respond to incidents that occur **at** the DO
  - Ensure that the DO has a functional Emergency Operations Plan
  - Ensure that DO staff are trained and well prepared
- The DO must also organize to provide support when the incident happens at school sites within the district
  - Provide leadership
  - Provide assistance with response and recovery, when needed
  - Ensure that school staff are trained and well prepared
  - Ensure that each school has a functional Emergency Operations Plan

# INCIDENT COMMAND SYSTEM – DIVISION OF LABOR

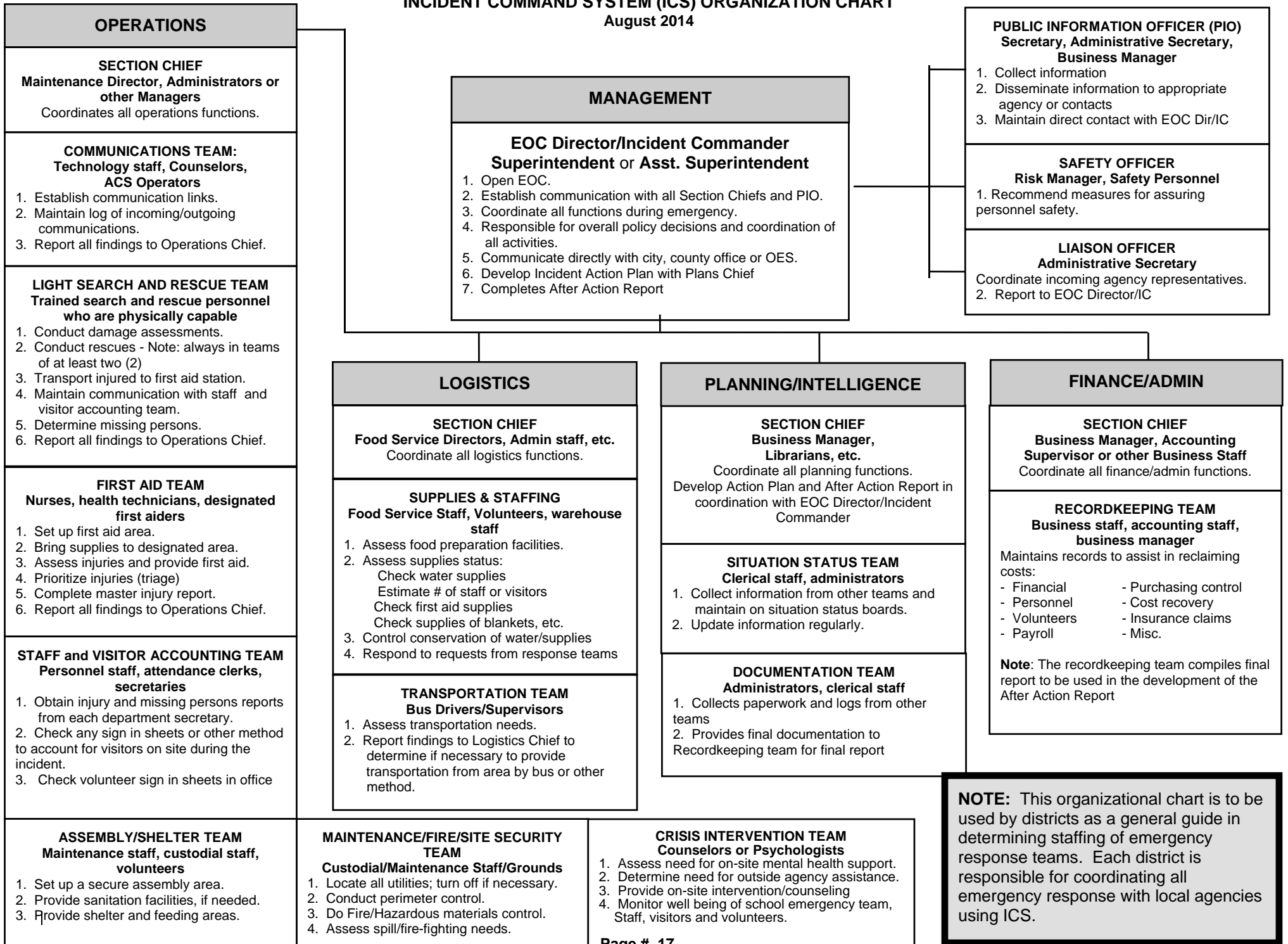


## Divisions of Labor

Each one of the five functions has certain roles and responsibilities during a disaster or district emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the District’s emergency response plan. These teams and their affiliate Sections are outlined in the chart, below.

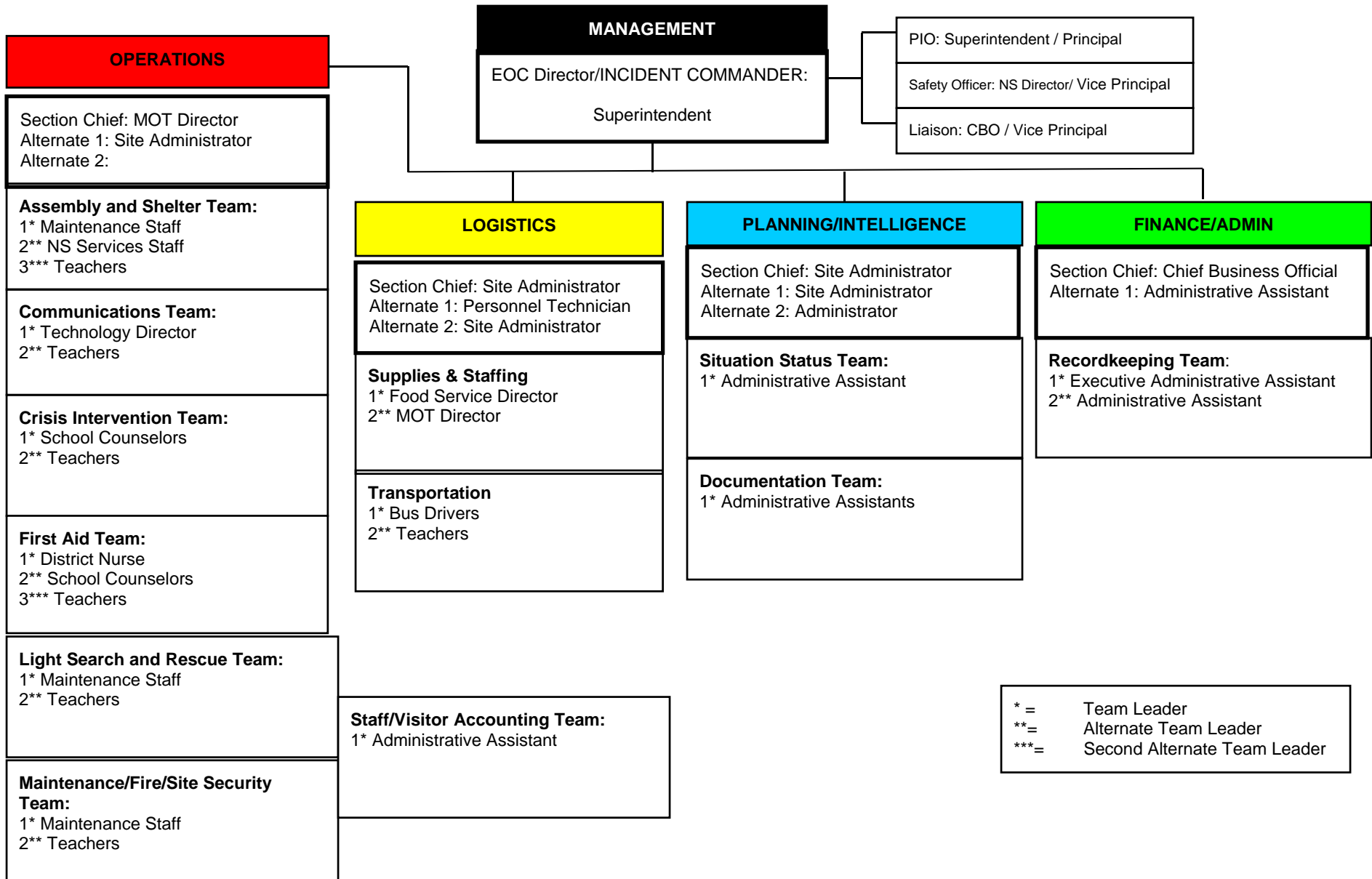


**INCIDENT COMMAND SYSTEM (ICS) ORGANIZATION CHART**  
August 2014



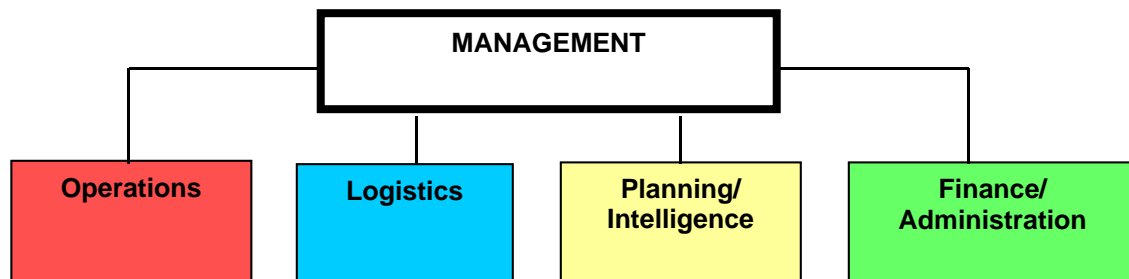
**NOTE:** This organizational chart is to be used by districts as a general guide in determining staffing of emergency response teams. Each district is responsible for coordinating all emergency response with local agencies using ICS.

# CUSD Incident Command System Organizational Chart



# MANAGEMENT

During a district emergency, the Management Section is responsible for coordinating all response activities. The staff is comprised of the EOC Director/Incident Commander, the Public Information Officer, the Safety Officer and the Liaison Officer.



- **EOC DIRECTOR/INCIDENT COMMANDER** is responsible for assessing the severity of the incident, establishing management objectives, tracking resource availability, developing and monitoring the response action plan, ensuring proper incident documentation and assigning/releasing staff as needed and developing the Incident Action Plan in coordination with the Planning/Intelligence chief. They are also responsible at the end of the incident for completing the After Action Report in coordination with the Planning/Intelligence Chief.
- **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.
- **SAFETY OFFICER (SO)** is charged with the safety of all staff and others on campus during response activities. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk.
- **LIAISON OFFICER (LO)** is the point of contact/coordination between the EOC Director/Incident Commander and public agencies and organizations (such as the American Red Cross, or the local utility company) working on site in support of response activities. This person is also responsible for keeping track of the Management Section staff and Section Chiefs using the Staff Sign In/Sign Out Log to ensure that every person involved in the response signs in when they are assigned and signs out when they are released.

# Management Section Roster

- **EOC Director/Incident Commander**

<b><u>Primary: Dwayne Newman</u></b>	Contact Info: Office: (530) 458-7791
District Superintendent	Cell: (530) 434-0178
Alternate 1: Jody Johnston	Contact Info: Office: (530) 458-7631
EMS Principal	Cell: (530) 682-9044
Alternate 2: Darren Brown	Contact Info: Office: (530) 458-2156
CHS Principal	Cell: (530) 682-6937

- **Public Information Officer**

<b><u>Primary: Dwayne Newman</u></b>	Contact Info: Office: (530) 458-7791
District Superintendent	Cell: (530) 434-0178
Alternate 1: Jody Johnston	Contact Info: Office: (530) 458-7631
EMS Principal	Cell: (530) 682-9044
Alternate 2: Darren Brown	Contact Info: Office: (530) 458-2156
CHS Principal	Cell: (530) 682-6937

- **Liaison Officer**

<b><u>Primary: Sheryl Parker</u></b>	Contact Info: Office: (530) 458-7791
CBO	Cell: (530) 933-9314
Alternate 1: Erica Lemenager	Contact Info: Office: (530) 458-7791
EMS Vice Principal	Cell: (530) 362-0481
Alternate 2: Shannon Laux	Contact Info: Office: (530) 458-7791
Personnel Technician	Cell: (530) 713-7114

- **Safety Officer**

<b><u>Primary: Leasa Hill</u></b>	Contact Info: Office: (530) 458-7791
NS Director	Cell: (530) 566-6251
Alternate 1: Rebecca Changus	Contact Info: Office: (530) 458-5004
CHS Vice Principal	Cell: (530) 321-5163
Alternate 2: Terry Biladeau	Contact Info: Office: (530) 458-5004
MOT Director	Cell: (530) 788-2673

## Management Checklist

*EOC DIRECTOR/INCIDENT COMMANDER*

The EOC Director/Incident Commander is the person responsible for conducting emergency/disaster operations on-site at the DO and for coordinating assistance to off-site programs/departments and individual schools within the district if they are unable to provide for themselves. One of the primary responsibilities is to activate the Emergency Operations Center (EOC). During the emergency/disaster, the EOC Director/IC oversees and directs response activities until relieved by an alternate or replaced by someone of higher authority (Emergency Response Personnel). While on duty, the EOC Director/IC is charged with ensuring the safety of staff, volunteers and visitors. They are also responsible for developing the Incident Action Plan and the After Action Report in cooperation with the Planning/Intelligence Chief.

### Start-up Actions/Activation

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster and determine if EOC activation is necessary
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation
- Activate Section Chiefs and team leaders as needed
- Fill in the EOC Staffing form as positions are filled
- Meet with Management Staff and Section Chiefs and provide initial briefing
- Ensure that communications have been established between the DO and off-site programs/departments and the schools within the district
- Work with Planning/Intelligence Chief to begin development of Incident Action Plan
- Make sure you have a back-up or alternate EOC Director/IC
- Have your GETS card available

### Operational Duties

- Monitor overall response activities by staying in communication with Section Chiefs
- Maintain regular communication with school sites within the district to determine if additional support or services are needed
- Issue regular updated status reports to SCOE at (707) 524-2606
- Work with Planning and Intelligence Chief to write Incident Action Plan and revise as situation warrants
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Authorize Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff



**Closing Down/Deactivation****EOC DIRECTOR/INCIDENT COMMANDER**

- Terminate all response activities at the direction of first responders or after making the determination that the incident has been resolved
- Authorize deactivation of teams as appropriate and ensure that all pending actions will be completed after deactivation
- Initiate recovery operations
- Direct the return of 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

**Go-Kit**

- District Emergency Plan
- EOC Director/Incident Commander checklist
- Site map
- Staff rosters
- Walkie talkie/FRS
- AM/FM radio (w. batteries)
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Flashlight

**Supplies/Equipment**

- Table and chairs
- Computer or laptop if available

**Forms**

- ICS Organizational Chart
- Section Team Rosters
- Incident Action Plan
- EOC Staffing List
- EOC Section Tasks
- EOC Management Situation Report
- Scheduled Briefings/Meetings
- Section Activity Log
- After Action Report Template

## Management Checklist

## PUBLIC INFORMATION OFFICER

The Public Information Officer (PIO) is the district's official spokesperson during emergency/disaster operations. The PIO's "job" is to release information about the incident and response activities to the media.

### Start-up Actions/Activation

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs
- Designate a media reception area (*with EOC Director/IC approval*)
- Consult with SCOE to coordinate information release, if possible
- Advise on-site media of time of first press release or press conference

### Operational Duties

- 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

### Closing Down/Deactivation

- 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

**Go-Kit****PUBLIC INFORMATION OFFICER**

- 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

**Supplies/Equipment**

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

**Forms**

- 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.

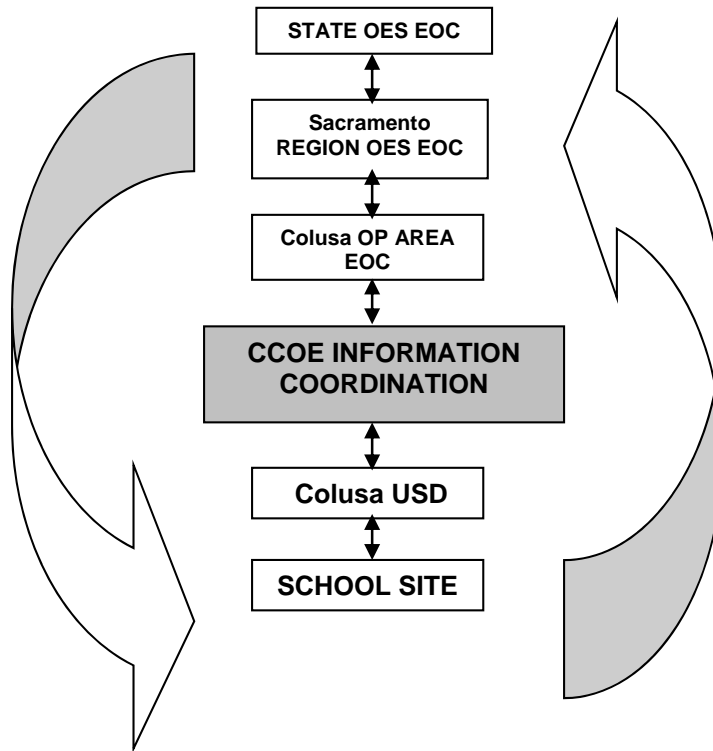
Schools within the district are instructed to call in to the **Name of District** Office to report any damage or injuries to their own buildings or their school sites following established reporting procedures.

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 called 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.

## Management Checklist

*SAFETY OFFICER*

The Safety Officer is responsible for ensuring that all response activities are conducted safely.

### Start-up Actions/Activation

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs

### Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response teams are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

### Closing Down/Deactivation

- Release Safety 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

### Go-Kit

- |  |  |
|--|--|
| <input type="checkbox"/> District Emergency Plan   | <input type="checkbox"/> Hard hat/safety equipment |
| <input type="checkbox"/> Job Description Checklist | <input type="checkbox"/> Pens, paper and clipboard |
| <input type="checkbox"/> Vest and/or ID badge      | <input type="checkbox"/> Walkie-talkie/FRS         |
| <input type="checkbox"/> Site Map                  | <input type="checkbox"/> Flashlight                |

### Forms

- Section Activity Log

## Management Checklist

*LIAISON OFFICER*

The Liaison Officer is the point of contact for outside Agency Representatives offering organizational assistance during an emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information. This person is also responsible for initiating and maintaining the Staff Sign In/Sign Out Log. They must ensure that every person assigned as Management Staff or Section Chief signs in when they are assigned and signs out when they are released.

### Start-up Actions/Activation

- Initiate Sign In/Sign Out procedures. Sign yourself in.
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with the EOC Director/IC, Management Staff and Section Chiefs

### Operational Duties

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Ensure the coordination of efforts by keeping the EOC Director/IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary

### Closing Down/Deactivation

- Release Liaison staff and volunteers when directed by the 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
- Complete Sign In/Sign Out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached

### Go-Kit

- |  |  |
|--|--|
| <input type="checkbox"/> District Emergency Plan   | <input type="checkbox"/> Pens, paper and clipboard |
| <input type="checkbox"/> Vest and/or ID badge      | <input type="checkbox"/> Walkie talkie/FRS         |
| <input type="checkbox"/> Hard hat/safety equipment | <input type="checkbox"/> Job Description Checklist |

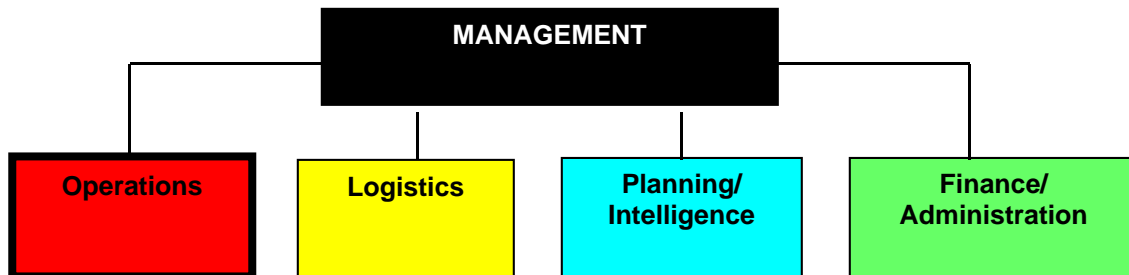
### Forms

- Section Activity Log
- Staff Sign In/sign Out Log



# OPERATIONS

The Operations Section is responsible for carrying out all emergency response activities. Those responsibilities are coordinated by the Section Chief and carried out by the Assembly/Shelter, Communications, Crisis Intervention, First Aid, Maintenance/Fire/Site Security, Light Search and Rescue, and Staff and Visitor Accounting Teams.



- **ASSEMBLY/SHELTER TEAM** is charged with overseeing the safe evacuation and sheltering of students and staff during a campus emergency.
- **COMMUNICATIONS TEAM** is responsible for coordinating the flow of all on-site verbal and written communications between teams, sections chiefs, the management staff, off-site programs/departments and schools within the district during response activities.
- **CRISIS INTERVENTION TEAM** is called upon to assess the immediate and long-term mental health support needed by staff, students and others involved in campus incidents/emergencies.
- **FIRST AID TEAM** is tasked with coordinating campus-wide medical response and care during school emergencies. This team is also responsible for establishing an on-campus morgue when needed.
- **LIGHT SEARCH AND RESCUE TEAM** is tasked with safely conducting on-site search and rescue activities post-disaster.
- **MAINTENANCE/FIRE/SITE SECURITY TEAM** is responsible for identifying and mitigating on-site hazards following a campus emergency. This team is also charged with campus security.
- **STAFF AND VISITOR ACCOUNTING TEAM** is responsible for facilitating parent/student reunion. The team is also charged with keeping track of on-site staff and volunteers.

## Operations Section Roster

- **Section Chief**

<b><u>Operations Chief: Terry Biladeau</u></b>	Contact Info: Office: (530) 458-5004
Director of Maintenance and Operations	Cell: (530) 788-2673 after hours (530)743-1601
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Assembly/Shelter Team Leader**

<b><u>Team Leader: Custodial Staff</u></b>	Contact Info: Contact Terry Biladeau
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Communications Team Leader**

<b><u>Team Leader: Jeremy Miller</u></b>	Contact Info: Office: (530) 458-7791
	Cell: (530) 701-4005
Alternate 1: Alex Evans	Contact Info: Office: (530) 458-0350
Colusa COE Technology Coordinator	Cell: (530) 682-3302
Alternate 2	Contact Info:

- **Crisis Intervention Team Leader**

<b><u>Team Leader: Lori Tanner</u></b>	Contact Info: Office: (530) 458-2156
CHS Counselor	Cell: (530) 682-9050
Alternate 1: Kathy Aplanalp	Contact Info: Office: (530) 458-7631
BPS/EMS Counselor	Cell: (530) 682-9051
Alternate 2	Contact Info:

- **First Aid Team Leader**

<b><u>Team Leader: Barbara Hankins</u></b>	Contact Info: Office: (530) 458-7791
District Nurse	Cell: (530) 682-9047
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Light Search and Rescue Team Leader**

<b><u>Team Leader: Maintenance Staff</u></b>	Contact Info:
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Maintenance/Fire/Site Security Team**

<b><u>Team Leader: Maintenance Staff</u></b>	Contact Info:
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Staff and Visitor Accounting Team Leader**

<b><u>Team Leader: Sheryl Parker</u></b>	Contact Info: (530) 458-7791
	Cell: (530) 933-9314
Alternate 1	Contact Info:
Alternate 2	Contact Info:

**INSERT OPERATIONS SECTION TEAM ROSTERS HERE:**

## Operations Checklist

## SECTION CHIEF

The Operations Section is responsible for initiating and directing the “hands on” response to the district’s disaster/emergency through the activities of the following teams:

- Assembly/Shelter
- Communications
- Crisis Intervention
- First Aid
- Light Search and Rescue
- Maintenance/Fire/Site Security
- Staff and Visitor Accounting
- 

May also facilitate assistance to off-site programs/departments and school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs
- Activate Team Leaders, as needed and provide initial briefing
- Assume lead of all Operations Teams until staffed
- Meet with Team Leaders and assist them in initiating their team’s response activities

### Operational Duties

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Monitor response activities through contact with Team Leaders
- Keep EOC Director/IC informed of field activities
- Notify Logistics Team if additional supplies or staff is needed
- Coordinate Light Search and Rescue Operations with the Management Staff
- Keep the Operations Teams informed of shifting tasks/priorities as dictated by the situation or the Management Staff
- Stay in touch with Communications Team Leader to determine what assistance, if any, is needed by off-site programs/departments and individual schools within the district
- Gather Situation Status Forms from Team Leaders and relay information to Situation Status Team Leader on a regular basis
- Ensure that all Operations Teams are documenting their activities and utilizing proper safety protocols
- Supervise section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

**Closing Down/Deactivation**

- Release Operations Teams when directed by EOC Director/IC
- Direct the return of all equipment and reusable supplies to Logistics
- Close logs. Collect all logs, reports, and response-related documentation from Team Leaders and submit to the Documentation Team
- Sign out with Liaison Officer and leave contact information in case you need to be reached

**Go-Kit**

- District Emergency Plan
- Operations Section Chief checklist
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/FRS
- Supply storage lists
- Site maps and regional/neighborhood maps
- Flashlight

**Forms**

- Situation Status Form
- Section Activity Log

## Operations Checklist

### ASSEMBLY/SHELTER TEAM LEADER

The Assembly/Shelter Team Leader is responsible for providing for the safe sheltering and care of staff, visitors and volunteers during an emergency when it becomes necessary to remain on site. This person is also in charge of facilitating site evacuation when the building is deemed to be unsafe by the EOC Director/Incident Commander. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### Start-up Actions/Activation

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, assign team members and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Section Chief and determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
  - Confirm that assembly area and routes to it are safe
  - Count/observe staff and visitor evacuations (make sure **all** exit the building)

### Operational Duties

- Ensure initial record of all staff and visitors in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Monitor safety/well being of staff and visitors in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### Closing Down/Deactivation

- Close shelter per direction of Operations Section Chief
- Release staff and volunteers per direction of Operations Section Chief
- Collect all logs, documentation and paperwork and provide to Operations Section Chief
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**ASSEMBLY/SHELTER TEAM LEADER**

**Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Roster of staff and visitors, if available
- Walkie-talkie/FRS
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Pens, pencils, paper and clipboard
- Bullhorn
- Flashlight

**Forms**

- Section Activity Log
- Staff Sign In/Sign Out Log



## Operations Checklist

### ASSEMBLY/SHELTER TEAM

The Assembly/Shelter Team provides for the safe sheltering and care of staff, visitors and volunteers during an emergency when it becomes necessary to remain on site. This team is also responsible for evacuating all staff and visitors when the building is deemed to be unsafe by the EOC Director/Incident Commander or first responders. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign with Team Leader
- Meet with Assembly/Shelter Team Leader for a briefing
- Open Go-Kit and put on personal safety equipment
- Secure assembly site or set-up shelter per direction of Assembly/Shelter Team Leader
- Gather all supplies from storage locker(s) and transport to assembly/shelter site
- Conduct initial population assessment

### Operational Duties

- Facilitate the orderly distribution of food and water
- Request additional supplies/materials from Logistics Section
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Set-up sanitary facilities per direction of Assembly/Shelter Team Leader
- Maintain and update staff and visitor population log

### Closing Down/Deactivation

- Break down and clean up shelter
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Hard hats and vests/safety equipment
- Masking and/or Duct tape
- Whistles
- File boxes
- Flashlight

**Supplies/Equipment**

- Supply storage map
- Tarps/black poly sheeting (rolls)
- 5-gallon toilet buckets
- Toilet bucket liners
- Toilet paper
- Stainless steel clamps
- Sanitation supplies
- Poles for building shelters (PVC pipe?), tents or other shelter materials
- Disposable hand-wipes
- Blankets
- Duct Tape
- Lanterns

**Forms**

- Section Activity Log

## **Operations Checklist**

### **COMMUNICATIONS TEAM LEADER**

The Communications Team Leader is responsible for overseeing the verbal and written communications both on-site and with the schools within the district. They are also responsible for directing the set-up of communications systems and ensuring that communications devices are functioning properly. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Set-up and test communications equipment
- Establish communications "center" in quiet location in proximity to EOC
- Confirm that communication has been established between the DO and any off-site programs/departments and the individual schools within the district
- Keep Section Chief informed of the status of off-site programs/departments and the schools within the district
- Assign staff and volunteers to appropriate positions and provide a briefing
- Advise Operations Section Chief when communications center is "operational"

### **Operational Duties**

- Coordinate all internal communications and between the DO, off-site program/departments and the individual schools within the district
- Ensure communication is established between the DO and SCOE
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Ensure all communication systems (incoming and outgoing) are functioning properly and are being properly logged
- Oversee message relay via runners when necessary
- Monitor radio station(s) for local emergency news
- Refer all media requests to the PIO
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers per direction of Operations Section Chief
- Close out all logs and pending messages, and turn over to Operations Section Chief
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**COMMUNICATIONS TEAM LEADER**

**Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Paper, pens, pencils, and clipboards
- Walkie talkies/FRS
- Battery Operated Radio w/batteries/FRS
- Hard hat and vest/safety equipment
- Flashlight
- List of off-site programs/departments and individual schools within the district and contact information

**Supplies/Equipment**

- Table and chairs
- File boxes

**Forms**

- Section Activity Log
- Staff Sign In/Sign Out Log

## Operations Checklist

## COMMUNICATIONS TEAM

The Communications Team is charged with establishing, coordinating, and directing verbal and written communications on-site and with off-site programs/departments and the individual schools within the district. They are also responsible for setting up of communications systems and ensuring that communications devices are functioning properly. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with Communications Team Leader for a briefing
- Gather all supplies from storage locker(s)
- Set-up communications center
- Test equipment
- Establish communications between the DO, off-site programs/departments and the individual schools within the district

### Operational Duties

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Dispatch runners to relay messages to EOC Director/IC, Management Staff, Section Chiefs, and Team Leaders, as needed
- Provide Team Leader with regular updates on the status of off-site programs/departments and the individual schools within the district
- Ensure that all communications systems and devices are functioning properly
- Refer all media requests to the PIO

### Closing Down/Deactivation

- Close out all logs and pending messages, and turn over to Team Leader
- Return all equipment and reusable supplies to Logistics
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- Team Checklist and Contact Information
- Walkie-talkies/FRS
- Map of facility
- Pens, pencils, paper and clipboards
- Hard hats and vests/safety equipment
- Flashlight

**Supplies/Equipment**

- Tables and chairs
- File boxes
- Computer or laptop, if available
- Power strip
- Extension cords
- Communications Equipment – phones/two way radios, etc.
- Phone book

**Forms**

- Section Activity Log

## Operations Checklist

### CRISIS INTERVENTION TEAM LEADER

The Crisis Intervention Team Leader is in charge of assessing the immediate and long-term mental health support needs of staff, visitors and volunteers involved in or affected by a district emergency. This person is also responsible for mobilizing the Crisis Intervention Team. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

**NOTE:** Refer to the “School Crisis Response and Recovery Manual” for additional information.

### Start-up Actions/Activation

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Determine immediate need for mental health support/intervention
- Activate personnel, assign team members and provide a briefing
- Identify appropriate on-site location for intervention/counseling

### Operational Duties

- Implement components of the School Crisis Response and Recovery Manual as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Oversee set-up of intervention/counseling site
- Monitor well being of team members, staff, visitors, and volunteers
- Determine need for outside assistance
- Activate off-campus crisis intervention teams/support personnel when directed by the EOC Director/IC
- Provide information to the PIO for dissemination (with approval from EOC Director/IC)
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### Closing Down/Deactivation

- Release staff and volunteers per direction of Operations Section Chief
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Operations Section Chief
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

## **CRISIS INTERVENTION TEAM LEADER**

### **Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Info
- Roster staff
- Flashlight
- Walkie-talkie/FRS
- Pens and pencils, paper
- Hard hat and vest/safety equip
- School Crisis Response & Recovery Manual
- Map of facility

### **Supplies/Equipment**

- Table and chairs

### **Forms**

- Section Activity Log
- Staff Sign In/Sign Out Log



## Operations Checklist

## CRISIS INTERVENTION TEAM

The Crisis Intervention Team monitors and supports the mental health needs of staff, visitors and volunteers involved in or affected by a district emergency. May also assist off-site programs/departments and individual school sites within the district when necessary.

**NOTE:** Refer to the "School Crisis Response and Recovery Manual" for additional information.

### Start-up Actions/Activation

- Sign in with Team Leader
- Meet with Crisis Intervention Team Leader for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and transport to intervention/counseling site

### Operational Duties

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Communicate need for outside assistance to Crisis Intervention Team Leader
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Team Leader

### Close Down/Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

## **CRISIS INTERVENTION TEAM**

### **Go-Kit**

- Team Checklist and Contact Information
- Staff roster and list of visitors, if available
- School Crisis Response & Recovery Manual
- Map of facility
- Hard hats/vests/safety equipment
- Walkie-talkies/FRS
- Pens and pencils, paper and clipboards
- Tissues and rubber gloves
- Flashlight

### **Supplies/Equipment**

- Table and chairs
- Privacy Screen
- Phones and phone book

### **Forms**

- Section Activity Log

## Operations Checklist

## FIRST AID TEAM LEADER

The First Aid Team Leader is responsible for coordinating all emergency medical responses. This responsibility includes determining when the scope of an emergency exceeds the capabilities of the team and notifying the EOC Director/IC of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### Start-up Actions/Activation

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Determine if medical needs exceed scope of on-site team (*if so, have Operations Section Chief notify Management Staff*)
- Assess available staff, assign team members and provide a briefing
- Facilitate set-up of first aid treatment area; away from media center and student release site. Area should be accessible to emergency vehicles
- Establish entry or "triage" station adjacent to first aid treatment area and assign 2 people to this station
- Review the List of Staff Trained in First Aid and CPR to ensure current certifications
- Direct set-up of areas for "immediate" and "delayed" treatment and assign at least 2 people to each station
- Discuss need to set-up intervention/counseling area with Crisis Intervention Team Leader

### Operational Duties

- Oversee/monitor the assessment, care and treatment of patients
- Ensure caregiver and rescuer safety (*use of rubber gloves*)
- Maintain open lines of communication with Light Search and Rescue and Crisis Intervention Team Leaders
- Gather Situation Status Forms from Team and relay information to OPS Section Chief
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Keep Section Chief updated
- Provide staff for "field" injury response/treatment
- Maintain Medical Treatment Log
- Request additional personnel from Logistics
- Report deaths immediately to Section Chief (not by radio)
- Determine need for morgue set-up and choose location
- Monitor situation for communicable diseases
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

**Closing Down/Deactivation**

- Oversee the closing of the first aid station and direct the proper disposal of hazardous waste
- Release medical teams per direction of Operations Section Chief
- Ensure close-out of all logs and other paperwork and turn them over to Operations Section Chief
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Site Map
- Hard hat/vest/safety equipment
- Rubber gloves (box)
- Staff roster and list of visitors, if available
- Walkie-talkie/FRS
- Pens, pencils, paper and clipboard
- Quick reference medical guides
- Flashlight

**Supplies/Equipment**

- Table and chairs

**Forms**

- List of Staff with First Aid and CPR Certification
- Medical Treatment Log
- Situation Status Form
- Staff Sign In/Sign Out Log

## Operations Checklist

## FIRST AID TEAM

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities. Responsible for recording accurate treatment notes for all victims. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with First Aid Team Leader for a briefing
- Gather all supplies and personal safety equipment and transport to site of first aid station
- Set-up first aid stations
- Set-up morgue (*if directed to do so by Team Leader*)

### Operational Duties

- Maintain accurate treatment records using the Medical Treatment Form on the back of each Triage Tag (*Note: if triage category changes due to a change in condition, attach new tag to previous tag(s)*)
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Monitor/assess patients at regular intervals
- Fill out Situation Status Form and relay information to Team Leader
- Report deaths immediately to First Aid Team Leader (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on back of triage tag; *do not send any original campus records off-site with patient*
- If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Team Leader*)
- Provide Team Leader with patient information to record in Medical Treatment Log

### **Set Up Treatment Areas “Immediate” and “Delayed”**

- Assign one team member to do intake:
  - Greet injured student/staff, reassess and/or confirm triage category
  - Direct victim or transport of victim to appropriate treatment area along with triage tag and Medical Treatment Form
- Assign one team member to conduct “head to toe” assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form on the back of the Triage Tag. If triage category changes, attach any previous tags to current tag
- Monitor condition of “delayed” victims and watch for any changes in condition
- Maintain Medical Treatment Log that includes information for all victims

### **Set Up Morgue (*if directed to do so by Team Leader*)**

### **Closing Down/Deactivation**

- Clean up first aid station and properly dispose of hazardous waste
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other forms and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### **Go-Kit**

- Team Checklist and Contact Information
- Staff roster and list of visitors, if available
- Walkie-talkies/FRS
- Hard hats/vests/safety equipment
- Sharpies
- Rubber gloves (2 boxes)
- Site Map
- Pens, pencils, paper and clipboards
- Duct tape
- Quick reference medical guides
- Triage Tags/Medical Treatment Forms
- Flashlight

### **Supplies/Equipment**

- Tables and chairs
- Campus First Aid Kit (*\*see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets
- EZ-Up tents or ropes(or other method) to elevate tarps for shelter

### **Forms**

- Section Activity Log
- Medical Treatment Log
- Situation Status Form
- Triage Tags/Medical Treatment Forms

## Operations Checklist

## LIGHT SEARCH & RESCUE TEAM LEADER

The Light Search and Rescue (S&R) Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Light Search and Rescue Team Leader is also responsible for ensuring the safety of his/her teams while they are in the field. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### Start-up Actions/Activation

- Initiate sign in/sign out procedures. Sign yourself in.
- Open Go-Kit and put on personal safety equipment
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Locate all needed supplies
- Assign staff and volunteers to teams of at least two people for each team and provide a briefing
- Ensure all teams have appropriate gear
- Visually inspect outgoing teams' gear and perform radio check
- Meet with Maintenance/Fire/Site Security Team Leader and Safety Officer to determine if buildings are considered safe to enter for search

### Operational Duties

- Dispatch teams to high priority areas first; assign teams to routine campus S & R *after* priority areas have been secured
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Remain at the Command Post to stay in contact with the S & R Teams
- Gather Situation Status Forms and relay information to the OPS Section Chief
- Ensure teams' progress is recorded in log and on site map as they call it in (mark rooms with "C" as they are reported "clear")
- Notify Maintenance/Fire/Site Security Team Leader of any reported gas leaks, fires or structural damage
- Notify First Aid Team Leader when injured staff or visitors are located
- Keep triage tally on the map
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

## **LIGHT SEARCH & RESCUE TEAM LEADER**

### **Closing Down/Deactivation**

- Release S & R teams when directed by Operations Section Chief
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and maps and turn them over to Section Chief
- Ensure that all team members have signed out on the log
- Sign Yourself out and leave contact information in case you need to be reached

### **Go-Kit**

- |  |   |
|--|---|
| <input type="checkbox"/> Team Leader Checklist                           | <input type="checkbox"/> Map of facility        |
| <input type="checkbox"/> Team Checklist and Contact Information          | <input type="checkbox"/> Walkie-talkie/FRS      |
| <input type="checkbox"/> Staff roster and list of visitors, if available | <input type="checkbox"/> Flashlight w/batteries |
| <input type="checkbox"/> Hard hat, vest and safety equipment             | <input type="checkbox"/> Pens and paper         |

### **Supplies/Equipment**

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent

### **Forms**

- Situation Status Form
- Section Activity Log
- Staff Sign In/Sign Out Log



## Operations Checklist

## LIGHT SEARCH & RESCUE TEAM

The Light Search and Rescue Team (S & R) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Team Leader. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with Team Leader for briefing and assignments
- Gather all S & R equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Visually inspect each other's gear
- Make sure you and your partner have site maps and are clear on your assignment

### Operational Duties

- Report all gas leaks, fires, and structural damage to the S & R Team Leader (*he/she will relay this information to the Maintenance/Fire/Site Security Team Leader*)
- Inspect the exterior of each building for structural integrity *before entering* (Size-Up).
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the S & R Team Leader (*"Room B-2 is clear."*) *When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. This indicates that the room has been cleared.*
- Rescue lightly trapped victims first
- Conduct triage using established procedures
- Fill out triage form for each victim and transport to medical treatment area using stretchers or other method\*. List any medical treatment given on back of tag.
  - \*Remember to use proper lifting techniques to avoid back strain*
- Fill out Situation Status Forms and relay information to the Team Leader
- Provide S & R Team Leader with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage on your team map and relay information to S & R Team Leader
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log

**Closing Down/Deactivation**

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

**Go-Kit**

- |  |  |
|--|--|
| <input type="checkbox"/> Team Checklist and Contact Information          | <input type="checkbox"/> Walkie-talkies/FRS                  |
| <input type="checkbox"/> Staff roster and list of visitors, if available | <input type="checkbox"/> Flashlight                          |
| <input type="checkbox"/> Duct tape and sharpies                          | <input type="checkbox"/> Hard hats/vests/safety equip        |
| <input type="checkbox"/> Whistles  | <input type="checkbox"/> Rubber gloves/dust masks            |
| <input type="checkbox"/> Clipboards, paper and pens                      | <input type="checkbox"/> Leather gloves                      |
| <input type="checkbox"/> Map of facility                                 | <input type="checkbox"/> Triage Tags/Medical Treatment Forms |

**Supplies/Equipment**

- Plastic buckets for tools/gear
- Sturdy shoes/boots
- Blankets
- Fire extinguishers
- Bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades
- Basic first aid kit
- Cribbing supplies
- Stretchers
- Backpacks for gear/first aid supplies
- Masking or painters tape for marking doors

**Forms**

- Situation Status Form
- Section Activity Log
- Triage Tags/Medical Treatment Form

## Operations Checklist

### ***MAINTENANCE/FIRE/SITE SECURITY TEAM LEADER***

The Maintenance/Fire/Site Security Team Leader is responsible for assessing, identifying and mitigating (to the extent possible) hazards, during and immediately following an on-site disaster/emergency. This team is responsible for site security for the duration of the incident, or until first responders assume that responsibility. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Open Go-Kit and put on personal safety equipment
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Locate all needed supplies
- Assess available personnel, assign team members and provide a briefing
- Survey on-site hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and convey information to OPS Chief and Light Search and Rescue Team Leader
- Distribute a map to each team delineating their area of responsibility

### **Operational Duties**

- Verify the shut-off of utilities as necessary
- Determine integrity of on-site water system and report this information to the Operations Section Chief
- Gather Situation Status Forms from Team and relay information to the OPS Section Chief
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Direct the suppression of small fires
- Coordinate the posting of the locations of existing and potential hazards
- Facilitate emergency vehicle access to the campus
- Oversee/Monitor campus security/perimeter control
- Secure district site and buildings from un-authorized access
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers per direction of Section Chief
- Ensure close out of all logs and other paperwork and turn them over to Section Chief
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**MAINTENANCE/FIRE/SITE SECURITY TEAM LEADER**

**Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/FRS
- DANGER placards
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Hard hat, vest and safety equipment
- Flashlight

**Supplies/Equipment**

- Wrenches and assorted tools
- Caution Tape (yellow and red)
- Fire suppression gear

**Forms**

- Situation Status Forms
- Section Activity Log
- Staff Sign In/Sign Out Log

## Operations Checklist

**MAINTENANCE/FIRE/SITE SECURITY TEAM**

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is responsible for campus security for the duration of the incident, or until first responders assume that responsibility. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with Maintenance/Fire/Site Security Team Leader for briefing and assignments
- Gather all supplies
- Check radios and flashlights

### Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-site water system
- Control and/or suppress small fires
- Survey buildings for potential hazards and post warnings with signs and yellow caution tape (Size Up)
- If possible, determine damage levels and inform Team Leader if buildings are safe to enter for search
- Fill out Situation Status Forms and relay information to Team Leader
- Provide clear routes for access for emergency response vehicles
- Establish and maintain site security/perimeter control
- Secure district site and buildings from unauthorized access
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log

### Closing Down/Deactivation

- Return all equipment and unused supplies to Logistics
- Complete/close out all logs and other paperwork and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

**MAINTENANCE/FIRE/SITE SECURITY TEAM**

**Go-Kit**

- Team Checklist and Contact Information
- Facility and supply storage maps
- Walkie-talkies/FRS
- Hard hats, vest and safety equipment
- Leather gloves
- DANGER placards
- First Aid Kit
- Utility shut-off map/checklists
- Goggles and dust masks
- Duct tape and sharpies
- Yellow caution tape/RED danger tape
- Flashlight

**Supplies/Equipment**

- Wrenches and assorted tools
- Fire suppression gear
- Large pads of paper for signage
- Sturdy shoes/boots

**Forms**

- Situation Status Form
- Section Activity Log

## **Operations Checklist**

**STAFF AND VISITOR ACCOUNTING TEAM LEADER**

The Staff and Visitor Accounting Team Leader is responsible for directing the accounting for all staff and visitors on site at the time of the incident. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Assign staff and volunteers to teams and provide initial briefing
- Direct the collection of information from department secretaries or other method to determine if there are any missing staff members or visitors

### **Operational Duties**

- Assist with the location/verification of missing staff or visitors
- Provide information on any missing persons to Light Search and Rescue Team Leader
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff
- Gather Situation Status Forms from Team and relay information to the OPS Section Chief
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release team members when directed by Section Chief
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and paperwork and turn them over to Section Chief
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**STAFF AND VISITOR ACCOUNTING TEAM LEADER**

**Go-Kit**

- Team Leader Checklist
- Map of facility
- Walkie-talkie/FRS
- Team Checklist and contact information
- Pens and paper
- Staff roster and list of visitors, if available
- Hard hat/vest/safety equipment

**Supplies/Equipment**

- Table and chair

**Forms**

- Situation Status Form
- Section Activity Log
- Staff Sign In/Sign Out Log



## Operations Checklist

*STAFF AND VISITOR ACCOUNTING TEAM*

The Staff and Visitor Accounting Team is responsible for accounting for all staff and visitors on site during the incident. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with Team Leader for briefing and assignments
- Gather all equipment and supplies

### Operational Duties

- Collect information from department secretaries or other method to determine if there are any missing staff members or visitors
- Provide list of any missing persons to Team Leader

### Closing Down/Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- |   |  |
|---|--|
| <input type="checkbox"/> Team Checklist and Contact Information           | <input type="checkbox"/> Site Map          |
| <input type="checkbox"/> Staff rosters and list of visitors, if available | <input type="checkbox"/> Dry erase markers |
| <input type="checkbox"/> Walkie-talkie/FRS                                | <input type="checkbox"/> Clipboards        |
| <input type="checkbox"/> Paper, pens, markers, stapler and staples        | <input type="checkbox"/> Vests             |
| <input type="checkbox"/> Scotch tape and dispenser                        | <input type="checkbox"/> Flashlight        |

### Supplies/Equipment

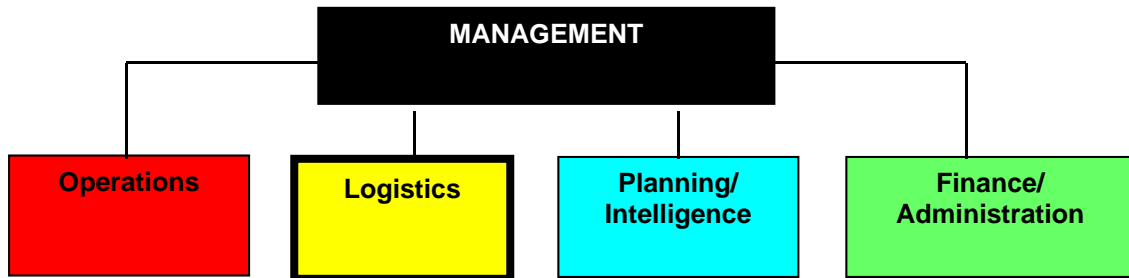
- Tables and chairs
- White board

### Forms

- Situation Status Form
- Section Activity Log

# LOGISTICS

The Logistics Section manages the procurement and distribution of supplies and equipment, is responsible for recruiting and deploying personnel, and for the acquisition of and mobilization of vehicles to move people and/or equipment as needed and in support of response activities.



- **SUPPLIES AND STAFFING TEAM** is tasked with filling all requests for personnel, equipment, supplies and facilities in support of response activities.
- **TRANSPORTATION TEAM** is charged with the procurement of buses for transporting staff and visitors to alternative evacuation sites and of trucks/vehicles for ferrying equipment to and from the site during the emergency.

## Logistics Section Roster

- **Section Chief**

<b><u>Section Chief: Site Principals</u></b>	Contact Info: School Site numbers
Alternate 1: Shannon Laux	Contact Info: Office: (530) 458-7791
Personnel Coordinator	
Alternate 2	Contact Info:

- **Supplies and Staffing Team Leader**

<b><u>Team Leader: Leasa Hill</u></b>	Contact Info: Office: 458-7791
Food Service Director	Cell: (530) 566-6251
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Transportation Team Leader**

<b><u>Team Leader: Head Custodians at each site</u></b>	Contact Info: School site phone numbers
Alternate 1	Contact Info:
Alternate 2	Contact Info:

**INSERT LOGISTICS SECTION TEAM ROSTERS HERE:**

## **Logistics Checklist**

### **SECTION CHIEF**

The Logistics Section Chief is responsible for providing or acquiring all materials, equipment, personnel, services, and facilities necessary to support response efforts. The Logistics Section is made up of the following teams:

- Supplies and Staffing
- Transportation

May also facilitate assistance to off-site programs/departments and school sites within the district when necessary.

### **Start-up Actions/Activation**

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs
- Open on-site supplies containers/facilities
- Activate Team Leaders and provide initial briefing
- Assume lead of all Logistics teams until staffed

### **Operational Duties**

- Ensure that EOC and other facilities are properly set-up
- Meet with team leaders and assist initiating their team's response activities
- Coordinate supplies, equipment, and personnel needs with the EOC Director/IC
- Oversee distribution of supplies and equipment as needed
- Maintain security of stored supplies and equipment
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release Logistics Teams when directed by EOC Director/IC
- Direct the return of all equipment and reusable supplies from all deactivating sections
- Close logs. Collect all logs, reports, and response-related documentation from Team Leaders and submit to the Documentation Team
- Sign out with Liaison Officer and leave contact information in case you need to be reached

## **LOGISTICS SECTION CHIEF**

### **Go-Kit**

- District Emergency Plan
- Logistics Section Chief checklist
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Copies of vendor contracts/agreements list/MOUs
- Flashlight

### **Supplies/Equipment**

- Table and chair
- Computer or laptop, if available
- Phone
- Phone book
- Regional Maps

### **Forms**

- Emergency Supply Inventory
- Section Activity Log

## **Logistics Checklist**

### **SUPPLIES & STAFFING TEAM LEADER**

The Supplies and Staffing Team Leader is responsible for ensuring that all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts are being filled. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Logistics Section Chief and Transportation Team Leader
- Open Go-Kit and put on personal safety equipment
- Locate all supplies
- Assess available personnel, assign team members and provide a briefing

### **Operational Duties**

- Oversee the distribution of supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections and teams
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers when directed by Logistics Section Chief
- Makes sure all equipment and unused/re-usable supplies are safely and securely stored
- Collect all logs, paperwork and other documentation from team members and turn them over to Documentation Team
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

### **Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/FRS
- Supply storage list(s)/map
- Hard hat, vest and safety equipment
- Flashlight

## **SUPPLIES AND STAFFING TEAM LEADER**

### **Supplies/Equipment**

- Table and chair
- Phone
- Computer or laptop
- Phone Book
- Regional Maps

### **Forms**

- Emergency Supply Inventory
- Staff Roster
- Section Activity Log
- List of volunteers, if available
- Sign In/Sign Out Log



## Logistics Checklist

## SUPPLIES & STAFFING TEAM

The Supplies and Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Meet with the Supplies and Staffing Team Leader for a briefing
- Open Go-Kit and put on personal safety equipment
- Open storage facility/containers and gather necessary supplies

### Operational Duties

- Distribute supplies and equipment as requested
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Stay in contact with Team Leader

### Closing Down/Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- |   |  |
|---|--|
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> Map of facility                       |
| <input type="checkbox"/> Walkie-talkies/FRS                     | <input type="checkbox"/> Pens and pencils, paper               |
| <input type="checkbox"/> On-campus supply storage list(s)/map   | <input type="checkbox"/> Hard hats, vests and safety equipment |
| <input type="checkbox"/> Communications log                     |  |

### Supplies/Equipment

- Table and chair
- Phones
- Computer or laptop

### Forms

- Emergency Supply Inventory
- Section Activity Log
- Staff Roster

## **Logistics Checklist**

## **TRANSPORTATION TEAM LEADER**

The Transportation Team Leader is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader
- Open Go-Kit and put on personal safety equipment
- Determine transportation equipment and resources needed
- Assess available personnel, assign team members and provide a briefing

### **Operational Duties**

- Direct transportation activities as needed
- Direct the safe use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers per direction of Section Chief
- Arrange for the return of vehicles to pre-incident locations
- Return all equipment and reusable supplies to Logistics
- Ensure close-out of all logs, paperwork and other documentation and turn them over to Section Chief
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

### **Go-Kit**

- |   |   |
|---|---|
| <input type="checkbox"/> Team Leader Checklist                  | <input type="checkbox"/> Local Area and Neighborhood Maps             |
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> List of available vehicles and equipment     |
| <input type="checkbox"/> Map of facility                        | <input type="checkbox"/> Copies of any established MOUs or agreements |
| <input type="checkbox"/> Hard hat, vest and safety equipment    | <input type="checkbox"/> Maps of bus routes/schedules                 |
| <input type="checkbox"/> Walkie-talkie/FRS                      | <input type="checkbox"/> List of available vehicles and equipment     |
| <input type="checkbox"/> Pens and pencils, paper                |   |
| <input type="checkbox"/> Local Area and Neighborhood Maps       |   |

**TRANSPORTATION TEAM LEADER**

**Supplies/Equipment**

- Table and chair
- Phone
- Phone book

**Forms**

- Section Activity Log
- Sign In/Sign Out Log

## Logistics Checklist

## TRANSPORTATION TEAM

The Transportation Team is responsible for facilitating the use of vehicles, buses or other methods of transportation during school emergencies. Those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Meet with the Transportation Team Leader for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and equipment needed

### Operational Duties

- Provide for transportation needs as assigned by Team Leader
- Assess the need for and use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log

### Closing Down/Deactivation

- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Team Leader
- Return all equipment and reusable supplies to Supplies and Staffing Team
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Walkie-talkies/FRS
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Flashlight

### Supplies/Equipment

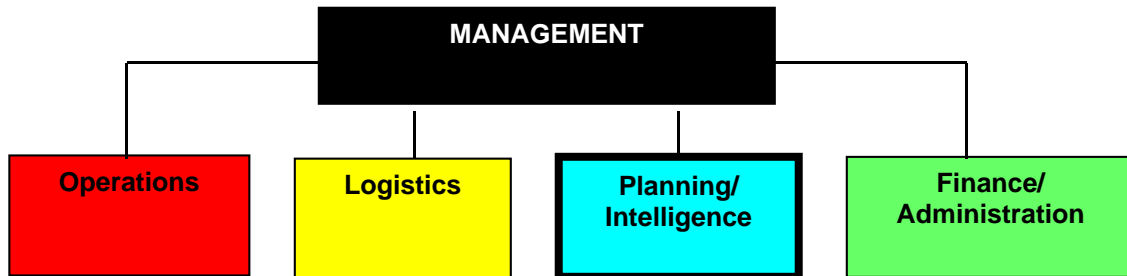
- Table and chair
- Phones

### Forms

- Section Activity Log

# PLANNING / INTELLIGENCE

The Planning / Intelligence Section is responsible for assessing available and needed resources, monitoring incident status, and documenting response activities. The chief is responsible for developing the Incident Action Plan and completing the After Action Report in cooperation with the EOC Director/Incident Commander



- **DOCUMENTATION TEAM** is tasked with pulling together records from all sections of the EOC for the creation/production of accurate, complete incident files for legal, analytical, fiscal and historical purposes. Responsible for gathering final logs, paperwork and other documentation to submitting to the Recordkeeping Team.
- **SITUATION STATUS TEAM** is responsible for collecting and evaluating situation status reports from other sections about response-related information in support of

## Planning/Intelligence Section Roster

- **Section Chief**

**Section Chief: Darren Brown – CHS Principal**

Alternate 1: Clair Toth

Alternate 2: Jody Johnston, EMS Principal

Contact Info: Office: (530) 458-2156

Cell: (530) 682-6937

Contact Info: Office: (530) 458-5853

Cell: (530) 632-9659

Contact Info: Office (530) 458-7631

Cell: (530) 682-9044

- **Situation Status Team Leader**

**Team Leader: Darren Brown - CHS Principal**

Alternate 1: Jody Johnston - EMS Principal

Alternate 2

Contact Info: See Above

Contact Info: See Above

Contact Info:

- **Documentation Team Leader**

**Team Leader: Administrative Assistants**

Alternate 1

Alternate 2

Contact Info: Contact at school sites

Contact Info:

Contact Info:

**INSERT PLANNING/INTELLIGENCE SECTION TEAM ROSTERS  
HERE:**

## Planning/Intelligence Checklist

### SECTION CHIEF

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status. Works with the EOC Director/IC to develop and update the Incident Action Plan and for completing the After Action Report in collaboration with the EOC Director/IC. The Planning/Intelligence Section is made up of the following teams:

- Documentation
- Situation Status

May also facilitate assistance to off-site programs/departments and school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs
- Activate Team Leaders and provide initial briefing
- Direct the initiation of response activities
- Assume lead of teams until staffed

### Operational Duties

- Develop Incident Action Plan in cooperation with the EOC Director/IC
- Update Incident Action Plan in cooperation with the EOC Director/IC at regular intervals so it reflects the current situation.
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Oversee the collection of Situation Status Forms and relay information to the EOC Director/IC
- Supervise section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### Closing Down/Deactivation

- Release Planning/Intelligence Teams when directed by EOC Director/IC
- Direct the return of all equipment and reusable supplies to Logistics
- Ensure that all final logs, reports, and response-related documentation are submitted to the Recordkeeping Team
- After Recordkeeping Team has added final financial and time records and has compiled a final report, work with EOC Director/IC to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached



**PLANNING/INTELLIGENCE SECTION CHIEF**

**Go-Kit**

- District Emergency Plan
- Planning/Intel Section Chief checklist
- Pens and pencils, paper
- Hard hat, vest and safety equip
- Walkie-talkie/FRS
- On-campus supply storage list(s)
- Map of facility
- Flashlight

**Supplies/Equipment**

- Table
- Chair
- Whiteboard/flip charts/easel

**Forms**

- Section Activity Log
- Incident Action Plan
- Situation Status Form
- After Action Report Template

## **Planning/Intelligence Checklist**

## **DOCUMENTATION TEAM LEADER**

The Documentation Team Leader is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, assign team members and provide a briefing

### **Operational Duties**

- Ensure all radio and verbal communications are recorded on Section Activity Log
- Stay in contact with Section Chief about the needs of other sections
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Ensure that all sections are completing situation status forms and submitting them to the Situation Status Team
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers per direction of Section Chief
- Return all equipment and reusable supplies to Logistics
- Gather all final logs, paperwork and other documentation from Documentation team and turn them over to Recordkeeping Team
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

**Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- Supply storage list(s)/map
- Flashlight

**Supplies/Equipment**

- Table
- Chair
- Computer or laptop, if available

**Forms**

- Section Activity Log
- Sign In/Sign Out Log

## Planning/Intelligence Checklist

**DOCUMENTATION TEAM**

The Documentation Team is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with Documentation Team Leader for a briefing
- Gather all supplies

### Operational Duties

- Ensure all radio and verbal communications are recorded on Section Activity Log
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

### Closing Down/Deactivation

- Collect/call-in paperwork from each deactivating section
- Compile all response-related documents into one final report and provide to Team Leader
- Return all equipment and reusable supplies to Logistics
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/FRS
- On-campus supply storage list(s)/map
- Flashlight
- File folders
- Accordion files

### Supplies/Equipment

- Table
- Chairs

### Forms

- Section Activity Log

## **Planning/Intelligence Checklist**

### **SITUATION STATUS TEAM LEADER**

The Situation Status Team Leader is responsible for overseeing the collection and evaluation of situation status reports received from other sections about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status through the use of Situation Status Boards, if available. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### **Start-up Actions/Activation**

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with the Planning/Intelligence Section Chief
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Activate personnel, make appropriate assignments and provide a briefing

### **Operational Duties**

- Facilitate the updating of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Gather Situation Status Forms from Team and record on Situation Status Board, if available
- Keep Section Chief informed by relaying information gathered from Situation Status Forms
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release staff and volunteers per direction of Section Chief
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documentation and turn them over to Documentation Team Leader
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

## **SITUATION STATUS TEAM LEADER**

### **Go-Kit**

- Team Leader Checklist
- Team Checklist and Contact Information
- Walkie-talkie/FRS
- Assorted regional/area maps
- Flashlight
- Large facility and site maps
- Pens and pencils, markers and paper
- Hard hat, vest and safety equipment
- File Boxes

### **Supplies/Equipment**

- Table
- Chairs
- Situation Status Boards, if available

### **Forms**

- Situation Status Report
- Section Activity Log
- Staff Sign In/Sign Out Log

## Planning/Intelligence Checklist

## SITUATION STATUS TEAM

The Situation Status Team is responsible for collecting and evaluating the situation status forms submitted by other sections about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status. May also assist off-site programs/departments and individual school sites within the district when necessary.

### Start-up Actions/Activation

- Sign in with Team Leader
- Open Go-Kit and put on personal safety equipment
- Meet with the Situation Status Team Leader for a briefing
- Gather all supplies

### Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Keep Team Leader apprised of response-related information as it comes in
- Anticipate situations and potential problems and develop contingency plans
- Gather Situation Status Forms from other Sections and relay information to Team Leader
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log

### Closing Down/Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### Go-Kit

- |   |   |
|---|---|
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> Large facility and site maps |
| <input type="checkbox"/> Walkie-talkies/FRS                     | <input type="checkbox"/> File Boxes                   |
| <input type="checkbox"/> Assorted regional/area maps            | <input type="checkbox"/> Flashlight                   |
| <input type="checkbox"/> Hard hat, vest and safety equipment    |   |
| <input type="checkbox"/> Pens, pencils, markers and paper       |   |

### Supplies/Equipment

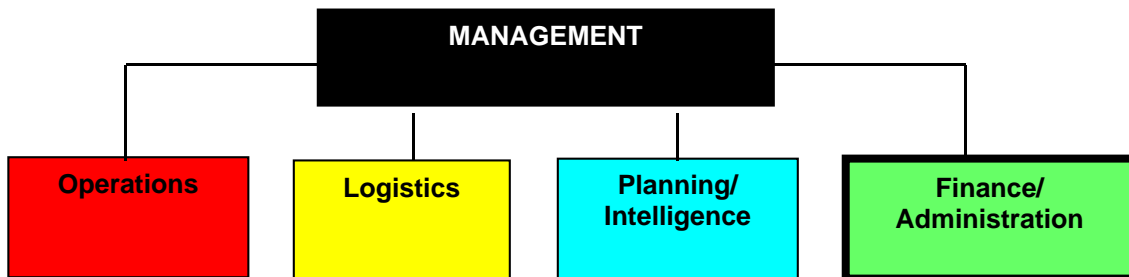
- Table
- Chairs
- Situation Status Boards

### Forms

- Situation Status Report
- Section Activity Log

# FINANCE / ADMINISTRATION

The Finance/Administration Section is responsible for buying materials and keeping financial records of response-related expenditures as well as tracking employee hours spent on response and recovery activities. Also responsible for compiling final information for After Action Report.



- **RECORDKEEPING TEAM** is charged with keeping records of time worked by all staff and volunteers, for logging any and all injury claims, and for tracking expenditures in support of response activities. Responsible for compiling all final paperwork, logs and other documentation to submit to EOC Director/IC and Planning Intelligence Chief for inclusion on the After Action Report.



## Finance/Administration Section Roster

- **Section Chief**

<b>Section Chief: Sheryl Parker</b>	Contact Info: Office: (530) 458-7791
District Chief Business Official	Cell: (530) 933-9314
Alternate 1	Contact Info:
Alternate 2	Contact Info:

- **Recordkeeping Team Leader**

<b>Team Leader: Terry Weldon</b>	Contact Info: Office: (530) 458-7791
District Accounts Payable Clerk	
Alternate 1	Contact Info:
Alternate 2	Contact Info:

**INSERT FINANCE/ADMINISTRATION SECTION TEAM  
ROSTERS HERE:**

## **Finance/Administration Checklist**

### **SECTION CHIEF**

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. Responsible for submitting all final paperwork, logs and other documentation to EOC Director/IC and Planning Intelligence Chief for inclusion on the After Action Report. The Finance/Administration Section is made up of the Recordkeeping team. May also facilitate assistance to off-site programs/departments and school sites within the district when necessary. In many cases, such as in a small school district, the Finance/Administration function is done at the district office level with information being provided from each school.

### **Start-up Actions/Activation**

- Sign in with Liaison Officer
- Open Go-Kit and put on personal safety equipment
- Read position description
- Meet with EOC Director/IC, Management Staff and Section Chiefs
- Activate Team Leader and provide initial briefing
- Initiate response activities (set-up work station)
- Check in with Documentation Team Leader to ensure that recordkeeping procedures are in place

### **Operational Duties**

- Assume all duties of Recordkeeping Team until staff arrive
- Ensure that all procedures are in place to accurately track time and expenditures
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Supervise section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Closing Down/Deactivation**

- Release Recordkeeping Team when directed by EOC Director/IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Collect, file and secure all final logs, reports, and response-related documentation from Team Leader and submit to EOC Director/IC.
- Sign out with Liaison Officer and leave contact information in case you need to be reached

**FINANCE/ADMINISTRATION SECTION CHIEF**

**Go-Kit**

- District Emergency Plan
- Finance/Administration Section Chief checklist
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/FRS
- File folders and labels
- Flashlight

**Supplies/Equipment**

- Table
- Chair
- Computer or laptop, if available
- Calculator
- File Folders, binders, accordion files

**Forms**

- Section Activity Log

## Finance/Administration Checklist

**RECORDKEEPING TEAM  
LEADER**

The Recordkeeping Team Leader is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies. Responsible for collecting all final paperwork, logs and other documentation from team and submitting to Section Chief. May also coordinate assistance to off-site programs/departments and individual school sites within the district when necessary. The Team Leader is responsible for having all team members sign in and sign out on the log throughout the incident.

### Start-up Actions/Activation

- Initiate sign in/sign out procedures. Sign yourself in.
- Attend a briefing with Finance/Administration Section Chief
- Open Go-Kit and put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, assign team members and provide a briefing

### Operational Duties

- Monitor the tracking of staff and volunteer hours
- Monitor the tracking of response-related requests and purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Facilitate the processing of purchase requests from Logistics Section Chief
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Return all equipment and reusable supplies to Logistics
- Collect all final logs, paperwork and other documentation from Team and turn them over to the Section Chief
- Ensure that all team members have signed out on the log
- Sign yourself out and leave contact information in case you need to be reached

### Go-Kit

- |   |  |
|---|--|
| <input type="checkbox"/> Team Leader Checklist                  | <input type="checkbox"/> File Boxes              |
| <input type="checkbox"/> Team Checklist and Contact Information | <input type="checkbox"/> Flashlight              |
| <input type="checkbox"/> Copies of vendor contracts/agreements  | <input type="checkbox"/> Pens and pencils, paper |
| <input type="checkbox"/> Walkie-talkie/FRS                      | <input type="checkbox"/> Hard hat and vest       |

**RECORDKEEPING TEAM LEADER**

**Supplies/Equipment**

- Table, chair
- Calculator
- Computer or laptop

**Forms**

- Section Activity Log
- Staff Sign In/Sign Out Log
- EOC Staffing List

## **Finance/Administration Checklist**

**RECORDKEEPING TEAM**

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchases, insurance claims, and cost recovery in support of response activities. Responsible for collecting and compiling all final paperwork, logs and other documentation from Documentation Team and submitting to Team Leader. May also assist off-site programs/departments and individual school sites within the district when necessary.

### **Start-up Actions/Activation**

- Sign in with Team Leader
- Meet with the Recordkeeping Team Leader for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies

### **Operational Duties**

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Section Activity Log
- Process purchase requests from Logistics Section Chief

### **Closing Down/Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add team's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the Team Leader
- Sign out with Team Leader and leave contact information in case you need to be reached

### **Go-Kit**

- Team Checklist and Contact Information
- Vendor contracts/agreements list
- Pens and pencils, paper
- File Boxes, file folders, accordion files
- Walkie-talkies/FRS
- Hard hat and vest
- Flashlight

**Supplies/Equipment**

- Table and chairs
- Computer or laptop if available
- Calculator

**Forms**

- Section Activity Log



# EMERGENCY ACTIONS AND PROCEDURES

## **ACTION:**

### **CLOSURE OF OFFICE** *During Office Hours*

The District Office may be ordered closed when it is **unsafe** for staff and visitors to be there due to road closures, power outages, severe weather, earthquakes, etc. The office may also be closed as a wide scale public health measure such as social distancing in the event of a Pandemic Influenza or other disease outbreak.

### **WHEN TO CLOSE YOUR OFFICES**

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm
- Extended Power Outage
- Drought

## OFFICE CLOSURE PROCEDURES

- ✓ There are several people with the authority to order the closure of the office. The local Public Health Officer, the State Superintendent of Schools, the Superintendent/Designee and also the Governor may issue the order, depending upon the circumstances involved.
  - ✓ Notify Staff and Visitors
    - a. Make an announcement over the PA:  
“Your attention please. Your attention please. Due to the \_\_\_\_\_, it has been determined that our offices must close. Please report to your immediate supervisor and sign out before leaving the building. Please remember to take your personal items with you.”
  - OR**
  - b. Send runners to each department with above information. Be sure **all** departments and other on-site programs and offices are also notified.
- ✓ Post “Office Closed” signs at main entry points (*Provide information on how to get additional information such as an emergency phone number, radio station, etc.*)
  - ✓ Notify CCOE at (530) 458-0350 that your office is closing along with the circumstances

## SECTIONS ACTIVATED IN OFFICE CLOSURE

- Management
- Operations

## **ACTION:**

## **CLOSURE OF THE OFFICE Before the Workday Begins**

If conditions warrant the closure of the office prior to the beginning of the workday, **every effort will be made to contact all staff members to notify them of the closure.**

## **WHEN TO CLOSE YOUR OFFICES**

- Civil Unrest
- Dam Failure
- Drought
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

## **OFFICE CLOSURE PROCEDURES**

Staff will be notified at the earliest possible opportunity in the event of an office closure. The Superintendent/Designee will notify staff by phone or through a staff notification system prior to regularly scheduled work hours to the extent possible. The Superintendent/Designee will assign an individual to go to the District Office (if it is safe to do so) to post an "OFFICE CLOSED" sign with information to direct anyone coming to the office where to find additional information.

- ✓ Superintendent/Designee will notify the County Office of Education in the following manner:

a. Between 5 a.m. and 7 a.m., the County Superintendent  
Home: \_\_\_\_\_ (530) 682-5507 \_\_\_\_\_

b. If the County Superintendent is unavailable contact:

Alternate Contact: Tina Maxwell, Executive Administrative Assistant  
Home: \_\_\_\_\_ (530) 458-2902 \_\_\_\_\_

- c. After 7 a.m., the Superintendent will call the Colusa County Office of Education  
(530) 458-0350

**SECTION ACTIVATED IN CLOSURE OF THE OFFICE**

- Management

## ACTION:

## SHELTER-IN-PLACE

Whenever an emergency situation presents itself such that it is safer for staff and visitors to remain inside the building, the Superintendent/designee may issue an order to “shelter-in-place.” This action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the District Office. “Shelter-in-place” may also be called for in response to terrorist activities.

## WHEN TO SHELTER-IN-PLACE

- Civil Unrest
- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Biological Incident

## SHELTER-IN-PLACE PROCEDURES

- ✓ Notify Staff and Visitors

- d. Make an announcement over the PA:

“Your attention please. Your attention please. Due to the

---

all staff and visitors should immediately prepare to shelter-in-place and stand-by for further instructions.”

**OR**

- e. If you do not have a PA system **and it is safe to do so**: send runners to each office and meeting room with above information. Be sure **all** on-site programs and offices are also notified.
- ✓ Order facilities manager or custodian to shut down air circulation system
- ✓ Turn on radio and monitor updates
- ✓ Post signs on exterior windows, if there is time **and it is safe to do so**

**“This Office is Sheltering-in-Place. Do Not attempt to enter any office or building.”**

**IN CLASSROOMS AND OFFICES**

- ✓ Post “shelter-in-place” sign on exterior door or window (*if* it is safe to do so)
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Turn off lights
- ✓ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- ✓ Instruct staff and visitors to stay away from windows
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

**IN MEETING ROOMS**

- ✓ Move staff and visitors into a hallway or small room
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Turn off lights
- ✓ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- ✓ Write down names of everyone in the room or collect sign in sheets
  
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

**OUTDOORS**

- ✓ Move inside the nearest building
- ✓ Follow procedures above

## SECTIONS ACTIVATED IN SHELTER-IN-PLACE

- Management
- Operations (*if long duration*)
- Logistics (*if long duration*)
- Planning/Intelligence (*if long duration*)
- Finance/Administration (*if long duration*)

### **NOTE**

A request to “shelter-in-place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended “shelter-in-place,” there will be access to food and water in emergency kits.

## ACTION:

## LOCKDOWN

Lockdown is the response action initiated when the District Office is faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of staff and visitors. **Lockdowns are serious business.** When the Superintendent/designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

## WHEN TO INITIATE LOCKDOWN

- Civil Unrest
- National Security Emergency
- Nearby Law Enforcement Action
- Shooter or Intruder on site
- Terrorism

## LOCKDOWN PROCEDURES

- ✓ Immediately notify Staff and visitors
  - a. Make an announcement over the PA:

**“LOCKDOWN-LOCKDOWN!!!** Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions.”

***Remember to lockdown your office!***
  - b. If you do not have a PA system, use predetermined Bell Code System to alert staff. Be sure **all** on-site programs are also notified.
- ✓ Designate an individual to **Call 9-1-1** and **stay on the phone** with the operator
- ✓ **Sit tight!** When law enforcement arrives on campus they will give you instructions



### **IN OFFICES**

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). **DO NOT** open the door for anyone or peek out windows until “All Clear” signal is given
- ✓ Move away from windows and stay low (below window line)
- ✓ Turn off lights
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign on exterior door or window if there are any missing/injured staff or visitors (**IF it is safe to do so**)
- ✓ **REMAIN** in offices until the “All Clear” signal is given or you are escorted out by first responders

### **IN MEETING ROOMS**

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move all students and staff away from windows and stay low (below window line)
- ✓ Turn off lights
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign on exterior door or window if there are any missing/injured staff or visitors (**IF it is safe to do so**)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

### **OUTDOORS**

- ✓ **IMMEDIATELY** move inside the nearest building
- ✓ Follow procedures above

## SECTIONS ACTIVATED IN LOCKDOWN

- Management
- Operations: *(these teams will ONLY be activated when it is safe to do so)*

## ADDITIONAL LOCKDOWN PROCEDURES

### **Short-term lockdown** (less than 8 hours)

Open emergency supply box/kit if needed

### **Long-term lockdown** (more than 8 hours)

Open emergency supply box/kit and set-up latrine system

### **After “All Clear” Signal is given**

- ✓ The Superintendent/Designee will determine if it is necessary to close the office for the remainder of the day and release staff or to continue normal business activities.
  - ❖ If the decision is made to close the office, refer to the ACTION: CLOSURE OF THE OFFICE
  - ❖ If the decision is made to continue normal business activities, return to departments and provide staff with an opportunity to share their thoughts on the incident
- ✓ Initiate contact with Crisis Intervention Team for grief support, trauma recovery, etc. if necessary

### **NOTE**

“Lockdown,” like “Drop and Cover,” can be initiated by any staff member in response to violent behavior, shots fired, or any other activity that threatens the safety of staff and visitors. When initiated by a staff member, it is their responsibility to get a message to the main office about the nature of the incident, when it is safe to do so.

## ACTION:

## EVACUATION

This emergency response activity is initiated when it is determined that it is not safe to remain in the buildings or to stay on site. In this situation, staff and visitors are moved to a safer location either on or off site.

### WHEN TO EVACUATE THE DISTRICT OFFICE

- Civil Unrest
- Dam Failure
- Explosion
- Fire on Campus
- Flood
- Gas Leak
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

### EVACUATION PROCEDURES

#### REMEMBER TO TAKE YOUR PERSONAL BELONGINGS WITH YOU (SUCH AS PURSES AND CAR KEYS) WHEN YOU EVACUATE!!\*

*\*IMPORTANT NOTE: If the evacuation is initiated by an incident that is determined to be a crime, such as a bomb threat or actual bomb, the building will become a crime scene. Law enforcement officers will not allow individuals to return to their offices to retrieve their belongings until the investigation is completed.*

#### **ON-SITE EVACUATION**

- ✓ Notify staff and visitors

- a. Make an announcement over the PA:

“Your attention please. Your attention please. Due to the

\_\_\_\_\_ ,  
staff and visitors are to evacuate the building immediately. You should proceed immediately to the primary (or secondary) evacuation site.”

**OR**

If you do not have a PA system **and it is safe to do so**: send runners to each department and meeting room with above information. Be sure **all** on-site programs and offices are also notified.

- ✓ When all staff members and visitors have arrived at the evacuation site, have department secretaries take roll and determine if anyone is missing. Add names of guests/visitors, if available.
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if any staff or visitors are unaccounted for or injured

### **OFF-SITE EVACUATION**

- ✓ Follow procedures above to notify staff and visitors of the need to evacuate and to direct them to alternative evacuation site or designated transportation staging area
- ✓ Post sign in main office with directions to evacuation site along with any emergency numbers to call for additional information
- ✓ Make sure to have someone take the names of those staff and visitors who are boarding buses or are waiting at the evacuation staging area.
- ✓ Have someone take the names of staff and visitors when they arrive at the evacuation site

### **SECTIONS ACTIVATED IN EVACUATION**

- Management
- Operations
- Logistics

## **ACTION:**

## **RETURN TO BUILDING/REVERSE EVACUATION**

This emergency response action is designed to immediately bring people *indoors* from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the office could pose a threat to staff or visitors.

### **WHEN TO INITIATE REVERSE EVACUATION**

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland / Urban Interface Fire
- Winter Storm
- Intruder/shooter on site

### **REVERSE EVACUATION PROCEDURES**

- ✓ Notify Staff and visitors
    - a. Make an announcement over the PA:  
"Your attention please. All staff and visitors should return to the building immediately and stand-by for further instructions."
  - OR**
  - b. If you do not have a PA system, use Bell Code System to alert all areas of the building.
  - OR**
  - c. If it is safe to do so, send runners to all outdoor areas with above information.
- ✓ Notify Main Office
  - ✓ Once threat passes, issue "All clear" to resume regular activities

### **SECTIONS ACTIVATED IN REVERSE EVACUATION**

- Management
- Operations

## **ACTION:**

## **DROP, COVER AND HOLD**

Drop, cover and hold is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-site.

***The action to “drop, cover and hold” is normally initiated by incident itself, such as shaking in an earthquake or the sound of gunfire. Train staff to act immediately when they become aware of the danger and not to wait for someone to tell them!!***

## **WHEN TO DROP, COVER AND HOLD**

- Civil Unrest
- Explosion
- Landslide
- Major Earthquake
- National Security Emergency
- Shooter/Intruder on Campus
- Terrorism
- Transportation Accident
- Winter Storm

## **DROP, COVER AND HOLD PROCEDURES**

- ✓ At the first sign of shaking or imminent threat, all students and staff should immediately **drop to the floor, hold on to the closest piece of furniture** (desk or chair) or other stable object and **cover the back of their necks** with their free hand/forearm.
- ✓ Stay in this position until the threat passes and an “All Clear” announcement has been made – either through the PA system or via runners.
- ✓ The main office should then make the announcement to “Resume Regular Activities” or direct another response action (such as Evacuation, or Closure of the Office)

## **INDOORS**

- ✓ Staff and visitors should drop immediately to the floor and crawl under their desks (or, a table or a work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- ✓ Stay put until “All Clear” announcement is made and then wait for additional instructions for next actions to take.
- ✓ Check for injuries and make sure everyone is accounted for

## **HALLWAYS AND BATHROOMS**

- ✓ Kneel next to a bare, inside wall and place your hands over the back of your neck
- ✓ Stay put until “All Clear” announcement is made
- ✓ Wait for instructions for next actions to take
- ✓ Check for injuries and make sure everyone is accounted for

## **OUTDOORS**

- ✓ Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- ✓ Drop to the ground and cover the back of your neck with your hands
- ✓ Stay put until “All Clear” announcement is made
- ✓ Wait for instructions for next actions to take
- ✓ Check for injuries and make sure everyone is accounted for

## **SECTIONS ACTIVATED IN DROP, COVER AND HOLD**

- Management
- Operations (*as needed*)
- Logistics (*as needed*)
- Planning/Intelligence (*as needed*)
- Finance/Administration (*as needed*)

### **NOTE**

After an earthquake, remember to stay alert for aftershocks!

# EMERGENCY RESPONSE MANUAL

BURCHFIELD PRIMARY SCHOOL

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



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**



## Standard Response Protocol – Public Address Protocol

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> Evacuate to Annex Building. K/1 Evacuate to Room 8. Kindergarten Building students Evacuate to same building. Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



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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# FIRE ALARM

## SIGNAL:

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

## Exit Routes:

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

## Procedure:

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

**During Lunch:** Noon duty aides go to playground field.

# EARTHQUAKE

## ADMIN/DESIGNEE

Initial signal  
--call 911 as needed  
--supervise evacuation  
--handle any follow-up  
--emergency needs  
--signals 'ALL CLEAR' w/  
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  
--green & red verification

## 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

# EARTHQUAKE PROCEDURES

## INITIAL SHOCK:

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

## EVACUATE:

1. After the initial shock, evacuate the building according to Fire Drill Procedure.
2. There will be no bell.
3. If an after-shock should occur during the evacuation process, order students to drop and cover.
4. **Teachers** make sure to take roll and keys.
5. **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 office; 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 aides** must order the students to duck and cover. All **teachers** must report to the assembly field and follow steps under "Assembly Field" and "Release of Students."

**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

**ADMIN/DESIGNEE**

Determine course of action and notifies teachers.  
--call emergency services for direction

**TEACHER**

--keep students 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.

**OTHER CLASSIFIED**

--report to admin. for further directions

1. Should a spill occur within a classroom:
  - A. Evacuate according to Fire Drill Procedure
  - B. Notify office via a runner or phone
  - C. Classroom teacher will be instructed by the Administration as to what procedures to follow.
  
2. Should a spill occur within the vicinity of Burchfield Primary School:
  - A. 911 will be called

- B. Remain in your classroom unless ordered by the administration to evacuate.
- C. Close all windows and doors (Custodians turn off all outside air intake vents or fans.)
- D. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
- E. Leave your building **only when told to do so**, as directed by the Principal or designee.

## BOMB THREAT

### 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 secretary at auditorium door
- remain with class pending further direction

### OFFICE STAFF

- Admin. Assist:
- records attendance
- bring:**
- Emergency cards
- crisis resp. box
- office Nextel
- other office staff assists

### CUSTODIANS

Report to admin/designee for further directions

### OTHER CLASSIFIED

Report to admin. for further directions

**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:**

- o Remain calm. Keep the caller on the line for as long as possible.
- o **DO NOT HANG UP, even if the caller does.**
- o Listen carefully. Be polite and show interest.
- o 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  
Cracking voice  
Crying  
Deep  
Deep breathing  
Disguised  
Distinct  
Excited  
Female  
Laughter  
Lisp  
Loud  
Male

**Background Sounds:**

Animal Noises  
House Noises  
Kitchen Noises  
Street Noises  
Booth  
PA system  
Conversation  
Music  
Motor  
Clear  
Static  
Office machinery  
Factory machinery

**Threat Language:**

Incoherent  
Message read  
Taped  
Irrational  
Profane  
Well-spoken

**Other Voice Characteristics:**

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

## BOMB THREAT GUIDELINES

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

1. Procedure followed:
  - A. **SIGNAL:** Administrator or designee rings continuous bell then pulls fire alarm (Admin. Assts. take out Emergency cards.)
  - B. Administrators and Admin. Assts. meet at front parking lot.
  - C. Teachers bring out materials to occupy students.
2. Administrator or designee calls 911 to notify authorities and Superintendent.
3. 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 City Hall.
4. Parents must check students out at **check-out area** (designed with red triangular sign).
5. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.
6. If parents must be called:

- A. Admin. Assts. and any other volunteers go to District Office or other school site to call parents.
- B. Parents notified on phone where to pick up students.

## **DANGEROUS STRANGER**

### **ADMIN/DESIG**

- initiate signal
- call 911 and share all known info.
- prepare phone statement with Supt.
- get directions and give to office

### **TEACHER**

- stay in room
- turn off lights
- pull curtains
- students sit on floor
- keep students quiet
- lock doors if it can be done safely
- report missing students to office (phone)

### **OFFICE STAFF**

- secure office
- prepare to answer calls with statement

### **CUSTODIANS**

- report to admin/designee for further directions

### **OTHER CLASSIFIED**

- remain in your location

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

- A. The **SIGNAL** is a series of short, intermittent bells.
- B. **PLAYGROUND** – when the dangerous stranger alarm sounds, students on the playground need to sit down immediately on the ground and wait for further instructions.
- C. **LUNCHROOM** or **COMPUTER LAB/LIBRARY OR OTHER ROOM BESIDES THEIR CLASSROOM.** Students are to sit on the floor.

## **FLOOD**

- A. Immediate danger to City Hall
  - 1. Students evacuate to City Hall 2<sup>nd</sup> Floor using Bomb Threat Procedure
  - 2. Flood Threat (School Closure Procedure)

## **MISSING STUDENT**

- 1. When a child is reported missing, the person receiving the call must notify the Principal.
- 2. Note the time of the report and get a description of what the child was wearing.
- 3. Call all of the pull-program instructors (Special E., ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.

4. Check the playground and restrooms to be sure the student is not on campus.
5. The Principal may drive around the school area and check local businesses.
6. The Admin. Asst. will call the parents and the police will be notified.

## **MISSING STUDENTS DURING A DRILL**

1. Runner notifies Admin. Asst.
2. Admin. Asst. notifies Administrator or Designee
3. Administrator/Designee assigns staff member to confirm absence and report back.
4. If student is not found, authorities and parents are to be notified.

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

### **ADMIN/DESIGNEE**

- with Superintendent's direction initiates procedure
- initiates sign-out process
- coordinates bus pick-up

### **TEACHER**

- take students to designated areas
- supervise class until released by Admin/Designee person with authorization form.

### **OFFICE STAFF**

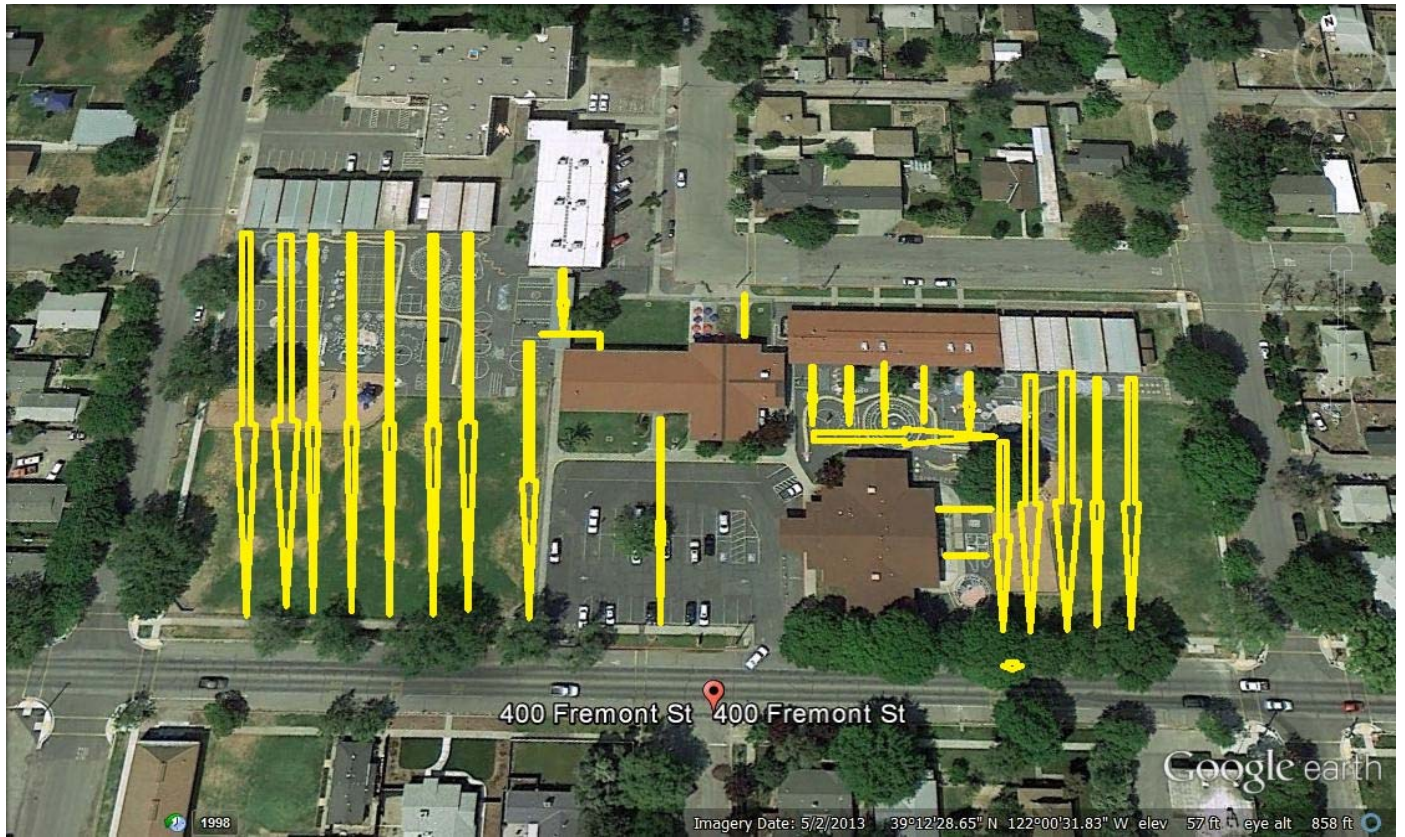
- assist checking out students, bring check-out materials and set up station.

### **CUSTODIAN/CLASSIFIED**

- report to Admin./Designee

All students remain in classrooms (during recess or lunch recess).

1. Parents notified by office staff to pick up students.
2. Parents pick up students at check-out area designated with red triangular sign (in front office). Office personnel will have parents sign out their children (parents or persons with name on Emergency card or parent authorization).
3. Runners will notify teachers to release students or teachers will be notified over intercom.





# EMERGENCY RESPONSE MANUAL

## GEORGE T. EGLING MIDDLE SCHOOL

Revised 3/15/14

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



Lockout



Lockdown



Shelter



Evacuate

# Standard Response Protocol – Public Address Protocol

Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to ?????????? Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and
Fire Inside	Evacuate to ??????????????
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 ??????????????! Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



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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## FIRE ALARM

### 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 students

### CUSTODIANS

- report to Admin. for further direction

### OTHER CLASSIFIED

- report to Admin. for further directions

## **SIGNAL:**

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

## **Exit Routes:**

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

### **Procedure:**

1. All pupils shall stop work immediately and prepare to evacuate the room.
2. All pupils should not take any wraps, books, flags or personal belongings with them during fire drill.
3. All school personnel and visitors must leave the building, regardless of their activities.
4. There shall be no talking during the drill.
5. 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**

## **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
- green & red verification

## **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 direction

# **EARTHQUAKE PROCEDURES**

## **INITIAL SHOCK:**

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

## **EVACUATE:**

1. After the initial shock, evacuate the building according to Fire Drill Procedure.
2. There will be no bell.
3. If an after-shock should occur during the evacuation process, order students to drop and cover.
4. Teachers make sure to take roll and keys.
5. 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 (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 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<sup>th</sup>-6<sup>th</sup>) or Homeroom (7<sup>th</sup> & 8<sup>th</sup>) on the assembly field (Football 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<sup>th</sup>-6<sup>th</sup>) or Homeroom (7<sup>th</sup> & 8<sup>th</sup>).

**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**

**ADMIN/DESIGNEE**

- Determine course of action and notifies teachers.
- call emergency services for direction

**TEACHER**

- keep students 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 directions

## **CHEMICAL SPILL PROCEDURES**

1. Should a spill occur within a classroom:
  - A. Evacuate according to Fire Drill Procedure
  - B. Notify office via a runner or phone
  - C. Classroom teacher will be instructed by the Administration as to what procedures to follow.
  
2. Should a spill occur within the vicinity of Egling Middle School:
  - A. 911 will be called
  - B. Remain in your classroom unless ordered by the Administration to evacuate.
  - C. Close all windows and doors (Custodians turn off all outside air intake vents or fans.)

- D. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
- E. Leave your building **only when told to do so**, as directed by the Principal or designee.

## **BOMB THREAT**

### **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. Asst. at middle goal post of unaccounted students
- remain with class pending further direction

### **OFFICE STAFF**

- Admin. Assist:
  - records attendance
- bring:**
  - emergency cards
  - crisis resp. box
  - office Nextel
- other office staff assists

### **CUSTODIANS**

report to Admin/designee for further directions

### **OTHER CLASSIFIED**

report to admin. for further directions

# BOMB THREAT GUIDELINES

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

1. Procedure followed:
  - A. Administrator or designee rings continuous bell then pulls fire alarm (Secretaries take out Rolodex & emergency cards.)
  - B. Administrators and Secretaries meet at designated evacuation site (Community Theater).
  - C. Teachers bring out materials to occupy students.
2. Administrator or designee calls 911 to notify authorities, and Superintendent.
3. 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:
  - A. 4<sup>th</sup>-6<sup>th</sup> grade classes go to auditorium (Community Theater).
  - B. 7<sup>th</sup> & 8<sup>th</sup> grade classes go to Will S. Green Park (District Office hallway if raining).
4. 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** (designed with red triangular sign).
5. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.
6. If parents must be called:
  - A. Secretaries and any other volunteers go to District Office to call parents.
  - B. Parents notified on phone where to pick up students.

## 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

**Background Sounds:**  
Animal Noises

**Threat Language:**  
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

## DANGEROUS STRANGER

### ADMIN/DESIG

- initiate signal
- call 911 and share all known info.
- prepare phone statement with Supt.
- get directions and give to office

### TEACHER

- stay in room
- turn off lights
- pull curtains
- students sit on floor
- keep students quiet
- lock doors if it can be done safely
- report unaccounted students to office (intercom)

### OFFICE STAFF

- secure office
- prepare to answer calls with statement

### CUSTODIANS

- report to Admin/designee for further directions

### OTHER CLASSIFIED

- remain in your location

## DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VACINITY OF SCHOOL

- A. The **SIGNAL** is a series of short, intermittent bells.
- B. **PLAYGROUND** – when the dangerous stranger alarm sounds, students on the playground need to sit down immediately on the ground and wait for further instructions.
- C. **LUNCHROOM** or **COMPUTER LAB/LIBRARY OR OTHER ROOM BESIDES THEIR CLASSROOM**  
Students are to sit on the floor.

## 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

1. When a child is reported missing, the person receiving the call must notify the Principal or Assistant Principal.
2. Note the time of the report and get a description of what the child was wearing.
3. Call all of the pull-program instructors (Special Ed., ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.
4. Check the playground and restrooms to be sure the student is not on campus.
5. The Principal or Assistant Principal may drive around the school area and check local businesses.
6. The Admin. Assist. will call the parents and the police will be notified.

## MISSING STUDENT DURING A DRILL

1. Runner notifies Admin. Assist.
2. Admin. Assist. notifies Administrator or Designee
3. Administrator/Designee assigns staff member to confirm absence and report back.
4. If student is not found, authorities and parents are to be notified.

## SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS

### ADMIN/DESIGNEE

- with Superintendent's direction initiates procedure
- initiates sign-out process
- coordinates bus pick-up
- monitors holding areas

### TEACHER

- take students to designated 4<sup>th</sup>-6<sup>th</sup> Community Theater 7<sup>th</sup>-8<sup>th</sup> Park or District Office hallway if raining
- supervise class until released by Admin/Designee
- release student to parent or 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 entrance to District Office)
- (See staffing and procedure below for on-campus checkout)

### CUSTODIAN/CLASSIFIED

- report to Admin./Designee

## SCHOOL CLOSURE/STUDENT CHECK-OUT ON CAMPUS

1. All students remain in classrooms (during recess or lunch recess 4<sup>th</sup>-6<sup>th</sup> in their classrooms, 7<sup>th</sup>-8<sup>th</sup> advisement classroom).
2. Parents notified by office staff to pick up students.



2. 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).
3. Runners will notify teachers to release students or teachers will be notified over intercom.

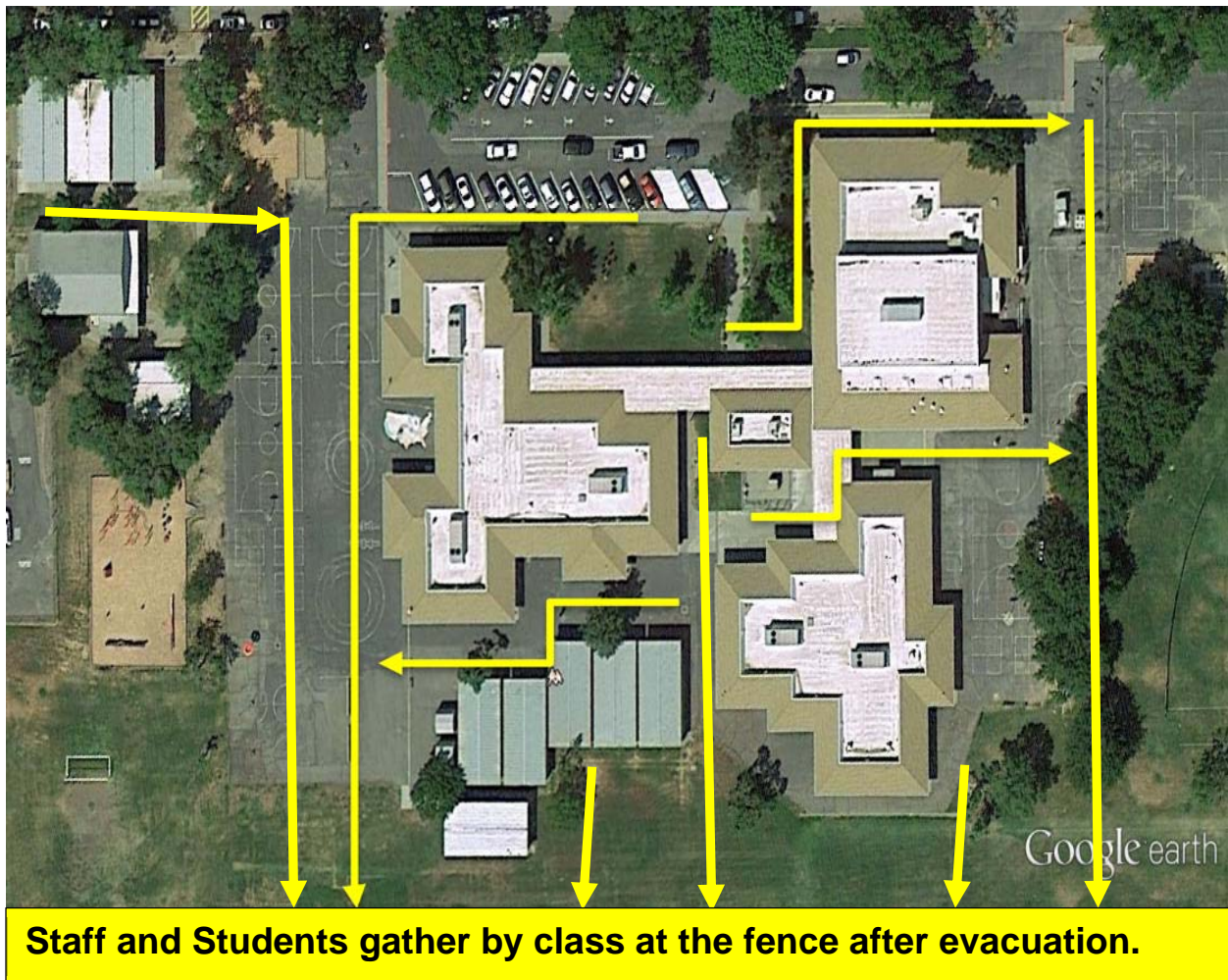
Needed at Check-out Station

- a. Table, chairs
- b. Student list

I. Check-out  
Para's

II. Calling  
Office Staff

III. Runner  
Yard Duty



# EMERGENCY RESPONSE MANUAL

COLUSA HIGH SCHOOL  
COLUSA ALTERNATIVE HIGH

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



Lockout



Lockdown



Shelter



Evacuate

# Standard Response Protocol – Public Address Protocol

Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to ?????????? Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and
Fire Inside	Evacuate to ??????????????
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 ??????????????! Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



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, person answering phone should gather as much information as possible. See below.
2. Administrator in charge will call 911 or 458-0200 and reports a bomb threat has been received.
3. Administrator in charge will announce on PA system.
4. The fire alarm bell will be sounded by the Administration.
5. Students are to leave the room by single file.
6. Students are to stay together and go to designated area (tennis courts).
7. Last person out of the room is to turn off the lights and shut the door. (DO NOT LOCK THE DOOR)
8. Teacher is to take roll book.
9. Teacher is to take students to designated area and immediately take roll.

10. Teacher is to have a written list of students that are not accounted for and their possible location.
11. Teacher is to remain with class until the duration of the event.
12. Students are not to leave class/group at any time.
13. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

**If a bomb threat is received by phone:**

- o Remain calm. Keep the caller on the line for as long as possible.
- o **DO NOT HANG UP, even if the caller does.**
- o Listen carefully. Be polite and show interest.
- o 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
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male

**Background Sounds:**

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery

**Threat Language:**

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

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

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

## CHEMICAL SPILL

### In the event a chemical spill occurs in the vicinity of Colusa High School/CAHS:

1. All students are to remain in the 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. Students are to stay away from material spill. (Do not touch, step in, or track material.)
2. Students should cover/close their mouths and noses with their shirt or a garment.
3. Students are to leave the room by single file.
4. 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

Administrator will:

1. Announce on the intercom Precautionary Lock Down.
2. Teacher should lock the door to the classroom. (Close any hallway doors.)
3. Teacher pulls the shades/curtains in the classroom.
4. Students are not to be allowed to leave classroom during event.
5. Teachers to notify administration of any stranger seen on or around campus.
6. Do not use telephone except for calling administrators.
7. Intercom will be used to notify school of an "all clear".

## EARTHQUAKE PROCEDURES

Students are to **drop** to the floor, **hold** and **cover** their head at the first sign of an earthquake.

1. After the initial shock has subsided, students are to evacuate the building in a single file line.
2. 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.

**ASSEMBLY/LUNCH/PASSING PERIOD**

If an earthquake should occur during an assembly, order students to drop to the ground and cover. After the initial shock, escort students outside using the nearest safe and functional exit. Direct them to assemble at the tennis courts according to their **next** class. Students are not to leave their group at any time. Teachers are to be highly visible and directing students to their **next** period teacher.

**FIRE ALARM**

**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.

**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

**FIRE DRILL**

**SIGNAL:**

The signal for a fire drill will consist of a series of **short bells** lasting duration of the drill or event.

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**

The **signal** is a continuous bell.

1. Teacher is to lock classroom door (not letting any persons in the classroom).
2. Turn off the light.
3. Pull curtains and/or shades.
4. Students are to get on the floor and sit still (motion will attract attention).
5. Students are to remain quiet and still.
6. Do not let any person in the room.
7. Drill/event will be concluded when an Administrator or a SWAT/POLICE officer personally gives the all clear and shows himself.

### **BREAKS/LUNCH TIME**

1. Students are to get down, or move to nearest safe enclosure.

## **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 PROCEDURES**

1. If school is canceled in the morning before school starts or bus routes run how will I know?
  - A. Tune your radio to one of the following stations for information:
    - i. KPPL 107.5
    - ii. KALF 95.7
    - iii. KRCX 99.9
  - B. 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
2. 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
3. What should I do when I come to school to pick up my student?

## SEE SCHOOL CLOSURE

# SCHOOL CLOSURE/FLOOD EVACUATION PLAN

In the event that the schools are closed at any point due to threat of student safety or for security reasons the following procedures are to be followed:

1. An announcement will be made on the PA system explaining the circumstances.
2. Students are to remain with teacher/class at that time. If the event occurs during break or lunch, they will be instructed to report to their **NEXT** period class/teacher.
3. There will be four check-out stations. An Administrator will oversee the process for each teacher/class coming to the assigned check-out station, parents being called, and dismissal information logged before anyone is released.
4. Beginning with the **lowest numbered classroom**, check-out will proceed as follows:
  - 100 and 200 Buildings to Library – The Principal’s Admin. Assist. will make calls and log information from Library.
  - 300 and 800 Building to Main Office – Attendance Clerk will make calls and log information from main office.
  - 500 Building to Counseling Office – Counseling Admin. Assist. will make calls and log information from the Counseling Office.
  - CAHS, 400 and 700 Buildings to CAHS Office – CAHS Office Assist. will make calls and log information from the CAHS office.

Student information is to be logged on a “Student Information 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 and report to the gym. 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 highest rows of HIGH SCHOOL STADIUM.***

# SCHOOL CLOSURE/DISMISSAL PROCEDURES

In the event that schools are closed at any point due to student safety/security reasons, procedures for orderly dismissal follow:

1. An announcement will be made on the PA system explaining the circumstances.
2. Students remain with the teacher/class at that time. If at break or lunch, they will be instructed to report to their **NEXT** period teacher.
3. There will be four check-out stations. An Administrator will oversee the process for each teacher/class coming to the assigned check-out station, parents being called, and dismissal information logged before anyone is released.
4. Beginning with the **lowest numbered classroom**, check out will proceed as follows:
  - 100 and 200 Buildings to Library – The Principal’s Admin. Assist. will make calls and log information.
  - 300 and 800 Building to Attendance Office – Attendance Clerk will make calls and log information from Main Office.
  - 500 Building to Counseling Office – Counseling Admin. Assist. will make calls and log information from the Counseling Office.
  - CAHS, 400 and 700 Buildings to CAHS Office – CAHS Office Assist. will make calls and log information from the CAHS office.

Student information is to be logged below as the official record. When approval has been obtained, Administrator will dismiss each student. Students whose parents cannot be reached are to remain under supervision of teacher/administrator and report to the Gym.



Repeated attempts will be made until parents are reached and/or permission given to leave.

Teacher: \_\_\_\_\_

Room Number: \_\_\_\_\_

Student's Name

Person Contacted

Permission given to:

Destination:

Last

First

W=Walk R=Ride/Drive H=Home

B=Take Bus

Other=Specify \_\_\_\_\_

# EMERGENCY RESPONSE MANUAL

COLUSA USD  
DISTRICT OFFICES  
CAHS CLASSROOMS

# In an Emergency

**Say it twice. Say it twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

# Standard Response Protocol – Public Address Protocol

Threat Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Egling Cafeteria Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to the south parking lot
Fire Outside	Shelter in Silence
Chemical Spill Outside	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Tornado	Shelter in the Hallway for Tornado Shelter! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



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**

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male

**Background Sounds:**

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery

**Threat Language:**

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

**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, **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
- 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.

### OFFICE STAFF

- follow evacuation directions

### 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.***

**Example Student Release Log Sheet:**

Student's Name	Person Contacted	Administrator / Teacher Initials	Permission given to: W=Walk R=Ride/Drive B=Take Bus	Destination: H=Home Other=Specify	Time Released:

## EMERGENCY CONTACT LIST

Unless otherwise stated, all phone numbers have a 530 area code.

### ***School District Resources***

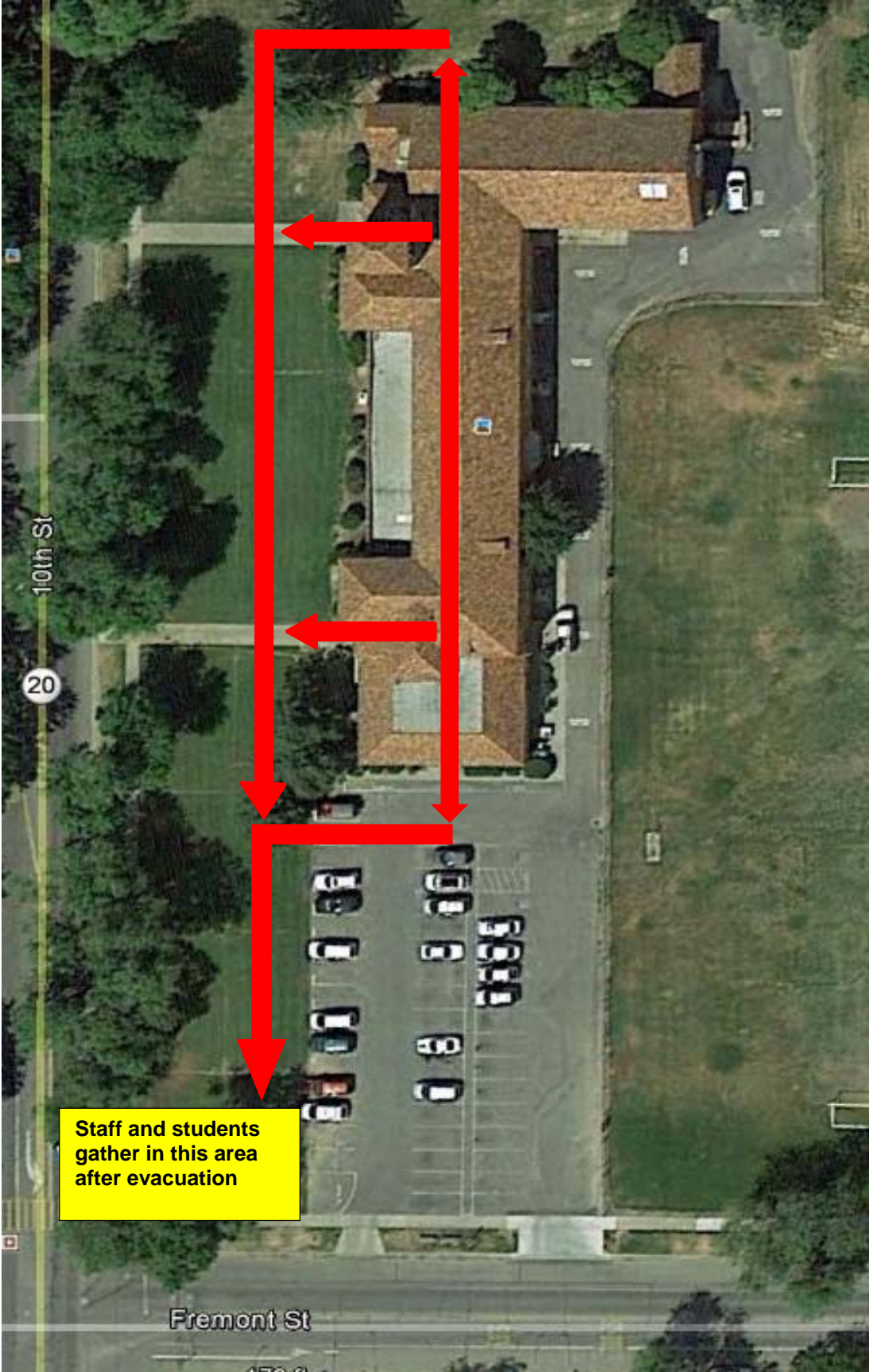
District security	Colusa Police Department	458-7777 / 911
Health services	Barbara Hankins, R.N.	458-7791
Fire & Ambulance	Colusa Fire Department	458-2133 / 911
Social Services	Health & Welfare Admin.	458-0250
District Administration	Dwayne Newman, Superintendent	458-7791 / 434.0178
National Weather Service		(916) 979-3051
Hospital	CRMC	458-5821

### ***Community Resources***

Child Protective Services		458-0280
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



<h1 style="margin: 0;">INCIDENT ACTION PLAN</h1>	<p><b>DISTRICT/SCHOOL:</b></p>	
<p style="text-align: center;">FOR OPERATIONAL PERIOD:</p> <p><b>FROM:</b> <i>Date</i>                      <b>TO:</b> <i>Date</i>                                <i>Time</i>    <i>Time</i></p>	<p><b>PREPARED:</b></p> <p style="text-align: center;"><i>Date</i> <i>Time</i></p>	
<b><i>GENERAL OBJECTIVES</i></b>		
<p>OBJECTIVES should be stated in measurable terms to allow for evaluation of progress.  Each TASK assigned to Sections should address a specific OBJECTIVE.</p>		
<b><i>WEATHER FORECAST FOR OPERATIONAL PERIOD</i></b>		
<b><i>SAFETY MESSAGE</i></b>		
<b>ATTACHMENTS (✓ IF ATTACHED)</b>		
<input type="checkbox"/> Current Situation Report	<input type="checkbox"/> Task Assignments	<input type="checkbox"/> Traffic/Staging Area Map
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<b>PREPARED BY (Planning Section Chief):</b>	<b>Approved by (EOC Director/IC):</b>	

<b>EOC STAFFING LIST</b>		<b>DISTRICT/SCHOOL:</b>
FOR OPERATIONAL PERIOD:		<b>PREPARED:</b>
<b>FROM: Date</b>  <i>Time</i>	<b>TO: Date</b> <i>Time</i>	<i>Date</i>  <i>Time</i>
<b>MANAGEMENT SECTION</b>	<b>OPERATIONS SECTION</b>	
EOC Director/Incident Commander	Operations Section Chief	
Public Information Officer	Communications Team	
Liaison Officer	Light Search and Rescue Team	
Safety Officer	First Aid Team	
	Student Release/Staff Accounting Team	
	Assembly/Shelter Team	
	Maintenance/Fire/Site Security Team	
	Crisis Intervention Team	
<b>PLANNING &amp; INTEL SECTION</b>	<b>LOGISTICS SECTION</b>	
Planning & Intel Section Chief	Logistics Section Chief	
Situation Status Team	Supplies and Staffing Team	
Documentation Team	Transportation Team	
<b>AGENCY REPRESENTATIVES</b>	<b>FINANCE &amp; ADMIN SECTION</b>	
	Finance Section Chief	
	Recordkeeping Team	
<b>Approved by:</b>	<b>Prepared by:</b>	
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet		

<b>EOC SECTION TASKS</b>	DISTRICT/SCHOOL:	<b>Part A</b>
For Op Period from: <i>Date</i> <i>Time</i> to: <i>Date</i> <i>Time</i>		
<b>MANAGEMENT SECTION</b>	<b>Assigned To:</b>	
<b>PIO</b>	<b>Assigned To:</b>	
<b>SAFETY OFFICER</b>		
<b>LIAISON OFFICER</b>		
<b>OPERATIONS SECTION</b>	<b>Assigned To:</b>	

<b>EOC SECTION TASKS</b>	DISTRICT/SCHOOL:	<b>Part B</b>
For Op Period from: <i>Date</i> <i>Time</i> to: <i>Date</i> <i>Time</i>		
<b>PLANNING SECTION</b>	<b>Assigned To:</b>	
<b>LOGISTICS SECTION</b>	<b>Assigned To:</b>	
<b>FINANCE SECTION</b>	<b>Assigned To:</b>	

## EOC Management Situation Report (page 1 of 2)

DATE:	TIME:	REPORT NO.	Reporting Period
PREPARED BY:		EVENT:	
EOC Director/IC (Shift _____)			

<b>EOC ACTIVATION/DECLARATIONS/ORDINANCES</b>		
ACTIVATION/DECLARATION/ORDINANCE	SUBJECT MATTER	DATE/TIME
EOC ACTIVATION		
LOCAL EMERGENCY DECLARATION		
BOARD OF SUPERVISORS CONFIRMATION		
COUNTY DECLARATION		
GUBERNATORIAL DECLARATION		
PRESIDENTIAL DECLARATION		
SMALL BUSINESS ADMIN. DECLARATION		
RESOLUTION OR ORDINANCE NO.		
RESOLUTION OR ORDINANCE NO.		

<b>ACTION PLAN OBJECTIVES FOR TOMORROW (EOC DIRECTOR/INCIDENT COMMANDER)</b>

## EOC Management Situation Report (page 2 of 2)

<b>SAFETY MESSAGE (SAFETY OFFICER)</b>

<b>LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)</b>			
ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
RACES			
American Red Cross			
Sonoma Co. Water Agency			
AT&T			
Salvation Army			
CA National Guard			
OpArea DES			
Transit			
County Office of Education			
The Volunteer Center			
Law Enforcement			
Fire			
EMS			

**DISTRIBUTION:**

- All Section Chiefs
- All Operations Team Leaders
- All Management Section staff
- Documentation Team
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<b>SCHEDULED BRIEFINGS (EOC Director/IC - PLANS CHIEF/PIO)</b>				
<b>BRIEFING TYPE</b>	<b>FREQUENCY</b>	<b>TIME</b>	<b>LOCATION</b>	<b>BRIEFER</b>
Section Chiefs	2/Daily			EOC Director/IC /Plans Chief
Team Leaders	2/Daily			Plans Chief
Media	2/Daily			PIO

<b>SCHEDULED MEETINGS (EOC Director/IC - PLANS CHIEF/PIO)</b>				
<b>MEETING TYPE</b>	<b>FREQUENCY</b>	<b>TIME</b>	<b>LOCATION</b>	<b>FACILITATOR</b>
Planning Meeting	2/Daily			EOC Director/IC /Plans Chief



## SECTION ACTIVITY LOG

<b>SECTION:</b>		<b>LOCATION:</b>		<b>PAGE ___ OF ___ PAGES</b>	
<b>SECTION CHIEF/TEAM LEADER:</b>				<b>FROM:</b>	<b>TO:</b>
TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIAL		
<b>Completed by:</b>			<b>Position Title:</b>		<b>Date:</b>

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## SITUATION STATUS REPORT INITIAL

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### - INITIAL ASSESSMENT -

District/School \_\_\_\_\_ Team: \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

#### Immediate Assistance Required

\_\_\_\_\_ None                      \_\_\_\_\_ Medical                      \_\_\_\_\_ Fire  
\_\_\_\_\_ Search & Rescue                      \_\_\_\_\_ Support Personnel                      \_\_\_\_\_ Other

#### Condition of Staff or Visitors

\_\_\_\_\_ All Accounted For                      \_\_\_\_\_ No Injuries                      \_\_\_\_\_ No immediate help required  
\_\_\_\_\_ Missing (number)                      Names

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\_\_\_\_\_ Trapped in Building (number)                      Names

---

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\_\_\_\_\_ Injured (number)                      \_\_\_\_\_ Number Requiring Immediate Medical Attention

Type of Injury	Names
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_ Deceased: (number)                      Names

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## SITUATION STATUS REPORT (CONTINUED)

### Condition of Buildings and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.


### Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.


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## SITUATION STATUS UPDATE REPORT

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District/School \_\_\_\_\_ Team: \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_ Number of Staff or Visitors remaining at school

\_\_\_\_\_ Number of staff members continuing to serve on teams or as Disaster Service Workers

\_\_\_\_\_ Assistance Required:

\_\_\_\_\_ water

\_\_\_\_\_ food

\_\_\_\_\_ blankets

\_\_\_\_\_ additional personnel (number) to assist in student care

\_\_\_\_\_ Other:

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### STAFF SIGN IN/SIGN OUT LOG

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

SECTION: \_\_\_\_\_ TEAM: \_\_\_\_\_ TEAM LEADER: \_\_\_\_\_

Time IN	Print Name/SIGNATURE	Time OUT	INITIALS	Destination Upon Check Out and Contact Info
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			

This form is to be filled out as a roster of all team members reporting to a team assignment. Each person is to sign in upon being assigned to a team and sign out when released by the Team Leader. Upon check-out, individuals should list their intended destination (if possible) and contact information in case they need to be reached. The Team Leader is responsible for making sure this form is filled out and is kept current.

## STAFF TRAINED IN FIRST AID AND CPR

NAME	Dept.	Contact Info.	First Aid Cert. Date	CPR Certified Date

# MEDICAL TREATMENT LOG

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

Patient Name	Time:	Description of Treatment	Triage Category	Initials





**INJURY & ILLNESS PREVENTION PROGRAM**

**FOR**

**COLUSA UNIFIED SCHOOL DISTRICT**

**March 2016**

**INJURY & ILLNESS PREVENTION PROGRAM  
FOR  
COLUSA UNIFIED SCHOOL DISTRICT**

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o NOON SUPERVISORS	
o TEACHERS/AIDES	

## **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**

- ◆ 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:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*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**



**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>			
MSDS'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 MSDSs?  |
| <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 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.

### *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.

<b>TOOL/EQUIPMENT</b>	<b>Hard Hat</b>	<b>Goggles</b>	<b>Gloves</b>	<b>Hearing</b>	<b>Mask</b>
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 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*

- 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

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- 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.
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## 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**

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## OFFICE WORKSTATION EVALUATION

**Date:**  
**Employee Name:**  
**Location:**  
**Reason:**

**Evaluator:**  
**Title:**  
**Department:**  
**Hours a day at VDT:**

### CHAIR

	<b>Yes</b>	<b>No</b>
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? (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

	<b>Yes</b>	<b>No</b>
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

	<b>Yes</b>	<b>No</b>
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"/>

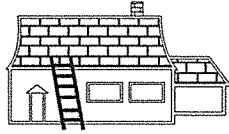
**Comments/Adjustments/Equipment Needed:**

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I.1.e.

# Proposal



## ALL RITE ROOFING INC.

CA Lic. #714523  
3020 Industrial Drive, Suite A  
YUBA CITY, CA 95993  
Phone (530) 749-7483 Fax (530) 673-5030

PROPOSAL SUBMITTED TO Colusa High School c/o Terry		PHONE 788-2673 Cell-Terry	DATE 02/12/2016
STREET tbiladeau@colusa.k12.ca.us		JOB NAME Colusa High School Kitchen	901 Colus Ave
CITY, STATE AND ZIP CODE		JOB LOCATION Colusa, Ca 95932	
ARCHITECT	DATE OF PLANS	JOB PHONE	

**We Propose** hereby to furnish material and labor complete in accordance with specifications below, for the sum of:  
 Repair of roof above kitchen area. dollars ( \$ 3,460.00 ).

Payment to be made as follows:

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from specifications below involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workman's Compensation Insurance.

Authorized Signature **Will Harris**

Digitally signed by Will Harris  
DN: cn=Will Harris, o=All Rite Roofing Inc., email=willharris@allrite.com, c=US  
Date: 2016.02.12 14:01:46 -0800

Note: This proposal may be withdrawn by us if not accepted within 15 days.

- We hereby submit specifications and estimates for:
- A). Repair of roof above kitchen.
- Clean roof as best as possible.
  - Patch hole in membrane using a modified roof membrane and cold adhesive.
  - Inspect roof membrane as best as possible for splits.
  - Using flashing compound and webbing seal cracks.
  - Install one coat (heavy) asphalt emulsion over roof surface in area of leak.
  - Inspect perimeters above leak area and seal as needed.
  - Clean up all debris caused by above work.
  - All Rite Roofing Inc., carries workman's compensation and liability insurance.

Note: Due to age and condition of existing roofing system, All Rite Roofing Inc., is not going to guarantee a leak proof warranty.

Note: All labor will be paid prevailing wage.

**"NOTICE TO OWNER"**  
(Section 7018,7019 - Contractors License Law)

Under the Mechanics' Lien Law, any contractor, subcontractor, laborer, materialman or other person who helps to improve your property and is not paid for his labor, services or material, has a right to enforce his claim against your property. This means that, after a court hearing, your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your contractor in full, if the subcontractor, laborer, or supplier remains unpaid.

Under the law, you may protect yourself against such claims by filing, before commencing such work of improvement, an original contract for the work of improvement or a modification thereof, in the office of the county recorder of the county where the property is situated and requiring that a contractor's payment bond be recorded in such office. Said bond shall be in an amount not less than fifty percent (50%) of the contract price and shall, in addition to any conditions for the performance of the contract, be conditioned for the payment in full of the claims of all persons furnishing labor, services, equipment or materials for the work described in said contract.

Acceptance of Proposal the above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature *Raym K. Newman*

Date of Acceptance: 2/17/16 Signature \_\_\_\_\_



**C+A1:E42OLUSA UNIFIED SCHOOL DISTRICT  
2015-16 GENERAL FUND 01 BUDGET REVISION**

i.1.f.

**March 8, 2016**

<b>2015-16 BEGINNING BALANCE</b>	<b>1,201,172</b>
<b>ESTIMATED INCOME</b>	<b><u>14,828,453</u></b>
<b>TOTAL INCOME/BEGINNING BALANCE</b>	<b>14,828,453</b>

*Resource Code and Program*

6230 Add Prop 39 Funds	111,253
0000 increase State Aid	70,574

<b>REVISED TOTAL INCOME</b>	<b>15,010,280</b>
<b>REVISED TOTAL INCOME + BEGINNING BALANCE</b>	<b>16,211,452</b>

**EXPENDITURES**

Current Expenditure Budget	14,970,833	
Reserve for Revolving Cash	30,350	
Reserve for Van/Bus Replacement	35,000	
Reserve for Technology	15,000	
Reserve for Curriculum/Textbooks	75,000	
Undistributed Reserve	<u>903,442</u>	<u>1,058,792</u>
		16,029,625

0000 Increase MOT Budget		40,000
6230 Add Prop 39 Funds		111,253
0000 Increase Technology Software		10,000

<b>Revised Expenditure Budget</b>	<b>15,132,086</b>	
Reserve for Revolving Cash	30,350	
Reserve for Van/Bus Replacement	35,000	
Reserve for Technology	15,000	
Reserve for Curriculum/Textbooks	75,000	
<b>Undistributed Reserve</b>	<u>924,016</u>	<u>1,079,366</u>
		<b>16,211,452</b>

PASSED AND ADOPTED this 8th Day of March at a meeting of the Board of Trustees of Colusa Unified School District.

AYES:  
NOES:  
ABSENT:

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Dwayne Newman, Superintendent

Colusa Unified School District - March 8, 2016

	8.88% STRS 11.7% PERS	10.73% STRS 11.847% PERS	12.58% STRS 13.05% PERS	14.43% STRS 16.6% PERS	16.28% STRS 18.2% PERS
	14/15 ACTUALS	15/16 BUDGET	16/17 BUDGET	17/18 BUDGET	18/19 BUDGET
<b>INCOME</b>					
8011-8089 TOTAL LCFF	10,874,660	12,373,992	13,080,646	13,567,628	13,626,594
8019 PRIOR YEAR ADJUSTMENTS					
TOTAL REVENUE LIMIT SOURCES	10,874,660	12,373,992	13,080,646	13,567,628	13,626,594
TOTAL FEDERAL REVENUE	514,766	468,491	389,521	389,521	389,521
STATE REVENUES					
8550 MANDATED COSTS	144,281	774,759	350,000	50,000	50,000
8560 LOTTERY	237,949	245,000	245,000	245,000	245,000
8590 OTHER STATE	<u>633,618</u>	<u>863,504</u>	<u>640,516</u>	<u>640,516</u>	<u>640,516</u>
TOTAL STATE REVENUE	1,015,848	1,883,263	1,235,516	935,516	935,516
OTHER LOCAL REVENUES					
8650 LEASES AND RENTALS	12,163	9,000	9,000	9,000	9,000
8660 INTEREST	11,076	5,000	5,000	5,000	5,000
8677 INTERAGENCY REVENUES	265,341	232,034	131,259	69,076	25,076
8699 OTHER LOCAL INCOME	<u>99,250</u>	<u>38,500</u>	<u>40,000</u>	<u>40,000</u>	<u>40,000</u>
TOTAL LOCAL REVENUES	387,830	284,534	185,259	123,076	79,076
<b>TOTAL REVENUES</b>	<b>12,793,104</b>	<b>15,010,280</b>	<b>14,890,942</b>	<b>15,015,741</b>	<b>15,030,707</b>
<b>EXPENDITURES</b>					
1100 TEACHER'S SALARIES	5,110,019	5,396,705	5,340,791	5,375,256	5,410,589
1200 PUPIL SUPPORT SALARIES	265,311	275,720	243,453	250,000	250,000
1300 SUPERVISOR/ADMIN. SALARIES	564,328	676,529	688,605	695,000	700,000
1900 OTHER CERTIFICATED SALARIES	<u>0</u>	<u>0</u>	<u>150,000</u>	<u>150,000</u>	<u>150,000</u>
<b>TOTAL CERTIFICATED</b>	<b>5,939,658</b>	<b>6,348,954</b>	<b>6,422,849</b>	<b>6,470,256</b>	<b>6,510,589</b>
2100 INSTRUCTIONAL AIDES	347,664	424,106	454,134	460,258	465,800
2200 CLASSIFIED SUPPORT	587,506	728,599	742,410	752,000	762,000
2300 CLASSIFIED ADMINISTRATORS	308,881	311,343	324,097	328,256	332,555
2400 CLERICAL AND OFFICE	481,365	505,845	526,844	532,084	537,056
2900 OTHER CLASSIFIED SALARIES	<u>122,265</u>	<u>130,386</u>	<u>133,914</u>	<u>135,000</u>	<u>138,000</u>
<b>TOTAL CLASSIFIED</b>	<b>1,847,681</b>	<b>2,100,279</b>	<b>2,181,399</b>	<b>2,207,598</b>	<b>2,235,411</b>
3100 STRS	810,308	979,212	1,136,740	1,233,658	1,359,924
3200 PERS	180,233	241,629	243,793	356,461	396,845
3300 SOCIAL SECURITY	208,551	243,214	255,409	268,425	272,500
3400 HEALTH	1,144,368	1,226,699	1,226,699	1,226,699	1,226,699
3500 UNEMPLOYMENT INSURANCE	4,989	4,056	4,351	5,000	5,500
3600 WORKER'S COMPENSATION	171,471	199,320	192,038	200,000	200,000
3900 OTHER BENEFITS	<u>100,089</u>	<u>100,872</u>	<u>149,853</u>	<u>95,000</u>	<u>93,000</u>
<b>TOTAL BENEFITS</b>	<b>2,620,009</b>	<b>2,995,002</b>	<b>3,208,883</b>	<b>3,385,243</b>	<b>3,554,468</b>
	10,407,348	11,444,235	11,813,131	12,063,097	12,300,468
4100 TEXTBOOKS	27,942	206,000	40,000	40,000	40,000
4300 INSTRUCTIONAL SUPPLIES	<u>742,494</u>	<u>1,226,469</u>	<u>778,407</u>	<u>778,407</u>	<u>778,407</u>
<b>TOTAL BOOKS AND SUPPLIES</b>	<b>770,436</b>	<b>1,432,469</b>	<b>818,407</b>	<b>818,407</b>	<b>818,407</b>
5200 TRAVEL AND CONFERENCE	28,060	130,109	29,402	29,402	29,402
5300 DUES AND MEMBERSHIPS	3,775	12,061	12,061	12,061	12,061
5400 INSURANCE	119,332	122,224	122,224	124,000	124,000
5500 UTILITIES	419,663	440,000	440,000	430,000	430,000
5600 CONTRACTS, RENTS, LEASES	261,391	195,436	235,436	235,436	235,436
5750 DIRECT COSTS FOR CAFETERIA FD	-48,450	-45,000	-45,000	-45,000	-45,000
5800 OTHER SERV. & OPERATING EXP.	276,995	298,482	239,482	250,000	250,000
5900 COMMUNICATIONS	<u>41,575</u>	<u>50,837</u>	<u>50,837</u>	<u>75,000</u>	<u>75,000</u>
<b>TOTAL CONTRACTS/OTHER EXPENSE</b>	<b>1,102,341</b>	<b>1,204,149</b>	<b>1,084,442</b>	<b>1,110,899</b>	<b>1,110,899</b>
6500 EQUIPMENT REPLACEMENT	<u>56,177</u>	<u>250,000</u>	<u>200,000</u>		
<b>TOTAL CAPITAL OUTLAY</b>	<b>56,177</b>	<b>250,000</b>	<b>200,000</b>	<b>0</b>	<b>0</b>
7142 COMMUNITY SCHOOL/SELPA	502,689	731,189	820,591	850,000	880,000
7350/7613 Interfund (to/from Cafeteria)	45,890	15,000	15,000	15,000	15,000
7649 OTHER LOAN PAYMENTS	<u>55,045</u>	<u>55,045</u>	<u>55,045</u>	<u>55,045</u>	<u>27,522</u>
TOTAL 7000 OTHER OUTGO	603,624	801,234	890,636	920,045	922,522
<b>TOTAL EXPENDITURES &amp; TRANSFERS OUT</b>	<b>12,939,926</b>	<b>15,132,087</b>	<b>14,806,616</b>	<b>14,912,448</b>	<b>15,152,296</b>

## Multi-Year Projection Summary - March 8, 2016

	14/15 ACTUALS	15/16 BUDGET	16/17 BUDGET	17/18 BUDGET	18/19 BUDGET
TOTAL REVENUES	12,793,104	15,010,280	14,890,942	15,015,741	15,030,707
TOTAL EXPENSES & TRANSFERS OUT	12,939,926	15,132,087	14,806,616	14,912,448	15,152,296
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>-146,822</b>	<b>-121,807</b>	<b>84,326</b>	<b>103,293</b>	<b>-121,589</b>
GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,079,365	1,163,691	1,266,983
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	-121,807	84,326	103,293	-121,589
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350
less Reserve for Van/Bus Replacement		-35,000	-70,000	-105,000	-140,000
less Reserve for Technology		-15,000	-30,000	-45,000	-60,000
Less Reserve for Curriculum/Textbooks		-75,000	-100,000	-125,000	-150,000
<i>Less Restricted Fund Balance Prop 39/Common Core</i>					
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	924,015	933,341	961,633	765,044
% UNDISTRIBUTED RESERVE	9.28%	6.11%	6.30%	6.45%	5.05%
3% UNDISTRIBUTED RESERVE IS	388,198	453,963	444,198	447,373	454,569
<b>AMOUNT ABOVE (-BELOW) 3%</b>	<b>812,974</b>	<b>470,052</b>	<b>489,142</b>	<b>514,260</b>	<b>310,475</b>
5% UNDISTRIBUTED RESERVE IS	646,996	756,604	740,331	745,622	757,615
<b>AMOUNT ABOVE (-BELOW) 5%</b>	<b>554,176</b>	<b>167,411</b>	<b>193,010</b>	<b>216,011</b>	<b>7,430</b>

<b>RECOMMENDED RESERVE 3% Plus one Year LCFF Growth</b>					
LCFF Growth Amount over Prior Year	\$ 1,062,836	\$ 1,499,332	\$ 706,654	\$ 486,982	\$ 58,966
Plus 3% Reserve	\$ 388,198	\$ 453,963	\$ 444,198	\$ 447,373	\$ 454,569
Total Recommended Reserve	\$ 1,451,034	\$ 1,953,295	\$ 1,150,852	\$ 934,356	\$ 513,535
<b>AMOUNT ABOVE (-BELOW) RECOMMENDED RESERVE</b>	<b>\$ (249,862)</b>	<b>\$ (1,029,280)</b>	<b>\$ (217,511)</b>	<b>\$ 27,278</b>	<b>\$ 251,510</b>

<b>LCFF FUNDING ESTIMATE:</b>	14/15 BUDGET	15/16 BUDGET	16/17 BUDGET	17/18 BUDGET	18/19 BUDGET
TOTAL ADA	1386.33	1399.42	1399.42	1399.42	1399.42
multiply x SSC Calculated recommended amount per ADA	\$ 7,844	\$ 8,842	\$ 9,347	\$ 9,695	\$ 9,737
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,373,992	\$ 13,080,646	\$ 13,567,628	\$ 13,626,594
% Increase over Prior Year	10.77%	13.79%	5.71%	3.72%	0.43%
CUSD P-2 ADA	1381.29	1393.29	1393.29	1393.29	1393.29
Adult Transition Class Reported by CCOE	5.04	6.13	6.13	6.13	6.13
Community School ADA Reported by CCOE	0	0	0	0	0
TOTAL ADA CUSD LCFF	1386.33	1399.42	1399.42	1399.42	1399.42
		-74K ROP	-130K ROP	-167K ROP	-167K ROP

**NOTE:13-14 Deficit Sending \$214,393 does not reflect above due to accounting for Common Core and Prop 39 funds**

ASSUMPTIONS	ASSUMPTIONS	ASSUMPTIONS	ASSUMPTIONS
Add 12 ADA	Same ADA	Same ADA	Same ADA
5/19/2015 Staffing Proposal Positions	No New Staff	No New Staff	No New Staff
800K One Time	\$214/ADA one time +50K MOT 2 New Te Positions new SELPA # 2/23 -25K Nursing		
Loss of \$74K ROP	Loss of \$130K ROP	Loss of \$167K ROP	Loss of \$167K ROP

**NEGOTIATED AGREEMENT BY AND BETWEEN  
CALIFORNIA SCHOOL EMPLOYEE'S ASSOCIATION  
COLUSA RIVERBENDERS CHAPTER NO. 574  
AND THE COLUSA UNIFIED SCHOOL DISTRICT**

The Colusa Unified School District (CUSD) and California School Employee's Association Colusa Riverbenders Chapter No. 574 (CSEA) have tentatively agreed to settle collective bargaining issues for the 2015 – 2016 school year per the following:

**Item 1.**

Article VII- Hours and Overtime

7.4a: All bargaining unit employees working six (6) hours or more shall be granted two (2) rest periods which, insofar as practical, shall be a maximum of fifteen (15) minutes each day. Employees working less than six (6) hours per day shall be granted one (1) rest period of fifteen (15) minutes each day. Employees must work 3.5 hours before they are eligible for one fifteen (15) minute break.

**Item 2.**

Article VIII – Pay and Allowances

Salary schedules will be improved by 4% retroactive to 1 January 2016.

(See Appendix A – Classified Staff Salary Schedule.)

**Item 3.**

Job descriptions:

- a) Updated Administrative Assistant job description (see **Appendix A**)
- b) New Technology Support Specialist job description (see **Appendix B**)

*This tentative agreement is approved by the parties bargaining representatives and is subject to ratification by the bargaining unit members and the CUSD Board of Trustees.*

**COLUSA UNIFIED SCHOOL DISTRICT**

Dated: 02 / 20 / 2016

By: Dwayne K Newman  
Dwayne Newman, Superintendent

**CALIFORNIA SCHOOL EMPLOYEE'S ASSOCIATION  
COLUSA RIVERBENDERS CHAPTER NO. 574**

Dated: 09 / 26 / 2016

By: Gay Seaver  
Gay Seaver  
Association Co-President

By: \_\_\_\_\_  
Rosemary Hicks  
Association Co-President

Unit Membership Approval Date: \_\_\_\_\_ / \_\_\_\_\_ / 2016

Board of Trustee Approval Date: \_\_\_\_\_ / \_\_\_\_\_ / 2016

# Appendix A

## Colusa Unified School District

### Job Description

TITLE: Administrative Assistant

CLASS: VII

#### **Basic Function:**

Under the direction of the Site Administrator performs highly skilled and varied tasks; responsible for the daily operation and administrative work of a school site. Depending on the site assignment within Colusa Unified School District, duties may vary at each site, which may include, but not be limited to, the following duties.

#### **Representative Duties:**

- Highly skilled administrative assistant; uses critical thinking skills in managing a school site
- Supports immediate administrator using proper office etiquette and protocols
- Directs the work of other office staff
- Correct and accurate use of English grammar, spelling and punctuation
- Provides high levels of customer service
- It Acts as the site coordinator for all safety related activities
- Uses all manner of software, including, but not limited to, word processing, spreadsheets, databases, and desktop publishing
- Provides basic first aid
- Manages and administers student medications, including, but not limited to, inhalers, breathing treatments, Epi-pens, AEDs and prescription medication
- Prepares registration, language assessments, and assists with new student orientation; prepares transfer forms
- Oversees attendance records and independent study records
- Receives grades, prints and mails report cards and progress reports; maintain Transcripts
- Hires substitute employees; maintains and updates the substitute database (AESOP)
- Maintains daily time records for all personnel for payroll
- Provides district reports
- Print and distributes site budget (QSS)
- Completes MAA reports
- It Responsible for worker's compensation referrals (School Nurse)
- Professionally greets and directs phone calls and visitors
- Maintains confidential student records
- Responsible for site's Visa credit card; order, inventory and deliver supplies; track expenditures
- Receives, records and deposits money from fund raisers, field trips, student stores, banking institutions, etc. (TRACKS)

#### **EDUCATION, EXPERIENCE AND CERTIFICATES:**

High school diploma or equivalent; two years of general clerical experience preferred

Possess a valid California Driver's license

#### **Upon hire at Districts expense:**

First aide certification (within three months of hire and maintained thereafter)

#### **WORKING CONDITIONS:**

##### **Attire:**

Business casual attire is required

##### **Environment:**

The nature of the position requires the employee to frequently work in a fast paced, multi-tasking environment. The employee may be expected to perform repetitive tasks for long periods.

**Class: VII**

CSEA ratification date:

CUSD ratification date:

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## Appendix B

### COLUSA UNIFIED SCHOOL DISTRICT

#### Job Description

TITLE: TECHNOLOGY SUPPORT SPECIALIST

CLASS: IX

#### **Basic Function:**

Under the direction of the Director of Technology, provides on-site first level technical support including user assistance and troubleshooting school level technical problems, maintains technology records, and performs other duties as assigned.

#### **Representative Duties:**

Typical duties may include, but are not limited to:

- Provides first level tech support on end-user technology systems;
- Provides user assistance in the use of computers, peripherals, multimedia systems, communication systems and other end user systems;
- Perform basic troubleshooting and repair of computers, peripherals, multimedia systems, communication systems and other end user systems
- Install, connect, disconnect, and move desktop computer systems and peripherals;
- Clean and inspect computer systems and peripherals;
- Install, connect, disconnect, and move printing devices;
- Clean and inspect printing devices;
- Perform basic troubleshooting and repair of printing components;
- Test basic network connectivity;
- Connect and configure projectors, displays, and various sources;
- Perform basic troubleshooting, testing and repair of multimedia systems;
- Troubleshoot voice communication devices;
- Work with vendors, as needed, for support and repair of assigned systems and components;
- Maintain updated inventory records as related to the installation, configuration, and inventory of equipment and software;
- Perform other duties and functions as assigned.

#### **Ability to:**

- Work collaboratively and effectively with all segments of the District's staff and management
- Work efficiently with minimal supervision.
- Provide high levels of customer service
- Install and configure software
- Install and configure network and local printers
- Quickly understand new systems and schemas
- Communicate effectively both orally and in writing

- Train and coach users
- Understand, analyze, and document business and educational processes
- Quickly learn and properly use new computer software and software tools
- Read and understand software manuals
- Understand both written and oral instructions
- Use computer systems for personal productivity
- Attend, and successfully complete, advanced training in technology topics
- Effectively contribute to process improvement

**Knowledge of:**

- Basic computer architecture;
- Basic wired and wireless networking;
- Basic knowledge of technology use in education;
- Common office computer software, such as databases, spreadsheets, word processors, desktop publishers;
- Microsoft Windows and Google Chrome OS;
- Use of Wireless network systems;
- Operation and use of multimedia training aids.

**EMPLOYMENT STANDARDS:**

**Education, Experience & Employment Requirements:**

- Minimum of a high school degree. An AA degree in a computer/technology related field is a highly desirable plus
- Possession of one of more of the following certifications is highly desirable:
  - A+
  - Network+
  - CCNA
- Possession of a valid California license to operate a motor vehicle (must be maintained as a condition of employment)
- Current TB Test Clearance
- Pass a Background check

**Physical Characteristics:**

Essential duties require, but are not limited to, the following physical abilities (consideration will be given to reasonable accommodation, with or without the use of aids):

- Ability to drive light vehicles (as evidenced by maintaining a valid California Driver's License)
- Sufficient mobility to stoop, reach, move about and work under desks
- Sufficient vision to read printed material and video display screens
- Sufficient hearing to hear normal and telephone conversations
- Sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations
- Sufficient manual dexterity to use telephone and office equipment
- Sufficient strength to perform lifting requirement of specific assignment including lifting computers and printers.
- Available to respond to problems on a 24 hour basis to ensure successful operation of critical systems.

**Working Attire:**

Business casual attire is required. No open toed shoes.

**Class: IX**

CSEA ratification date:

CUSD ratification date:



**COLUSA UNIFIED SCHOOL DISTRICT**

745 10th Street  
Colusa, CA 95932  
(530) 458-7791



4% Effective 1/1/16, Presented for Adoption 3/8/16

**15-16 CLASSIFIED SALARY SCHEDULE**

	STEPS					LONGEVITY STEPS				
YEAR	1	2	3	4	5	11	14	17	20	23
CLASS	A	B	C	D	E	F	G	H	I	J
YD	10.00	10.16	10.67	11.20	11.76	12.35	12.97	13.62	14.30	15.01
I	11.98	12.58	13.21	13.87	14.56	15.29	16.06	16.86	17.70	18.59
II	12.58	13.21	13.87	14.56	15.29	16.06	16.86	17.70	18.59	19.52
III	13.21	13.87	14.56	15.29	16.06	16.86	17.70	18.59	19.52	20.49
IV	13.87	14.56	15.29	16.06	16.86	17.70	18.59	19.52	20.49	21.52
V	14.56	15.29	16.06	16.86	17.70	18.59	19.52	20.49	21.52	22.59
VI	15.29	16.06	16.86	17.70	18.59	19.52	20.49	21.52	22.59	23.72
VII	16.06	16.86	17.70	18.59	19.52	20.49	21.52	22.59	23.72	24.91
VIII	16.86	17.70	18.59	19.52	20.49	21.52	22.59	23.72	24.91	26.15
IX	17.70	18.59	19.52	20.49	21.52	22.59	23.72	24.91	26.15	27.46

Longevity Steps:

Advancement following the completion of years of service, effective July 1st.

Step F Upon Completion of 10 years , commencing with year 11

Step G Upon Completion of 13 years, commencing with year 14

Step H Upon completion of 16 years , commencing with year 17

Step I Upon Completion of 19 years, commencing with year 20

Step J Upon Completion of 22 years, commencing with year 23

Annual Salary for 12 month employees 261.25 days

Health Insurance Monthly Cap                      \$            850.96

- Class YD      Yard Duty
- Class I       Cafeteria Assistant I, ParaEducator
- Class II      Cafeteria Assistant II
- Class III     Bilingual ParaEducator, Library Clerk
- Class IV     Attendance Clerk/Office Assistant
- Class V      Custodian, Bilingual Liaison, Career Center Technician, Cafeteria Cook
- Class VI     Bus Driver
- Class VII    Utility Worker/Bus Driver, Administrative Assistant, Head Custodian
- Class VIII   Maintenance Technician/Bus Driver, Transportation Coordinator/Utility Worker/Bus Driver
- Class IX     Account Data Clerk, Technology Support Specialist

Summary of Agreement with the Certificated, Classified and Unrepresented Bargaining Units

## Public Disclosure of Collective Bargaining Agreement Colusa Unified School District

To be acted upon by the Governing Board at its meeting on March 8, 2016

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB1200 as well as the Salary Settlement Notification requirements of SB1677 when Teacher's Salary/Benefits Negotiations are finalized after the final budget is adopted.

### Section 1: STATUS OF BARGAINING UNIT AGREEMENTS FOR 2015-16

The current status (whether settled or pending settlement) of the employee units:

Certificated	Settled
Classified	Tentative Agreement
Unrepresented	Settled

### Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period ending June 30, 2016. A one year agreement for 2015-16.

### Section 3: PERCENTAGE INCREASE IN SALARIES IN PROPOSED

**AGREEMENT:** The proposed agreement includes the following costs in salaries and Statutory Benefits (UI, WC, FICA, PERS)

4% increase effective January 1, 2016 for the following: (attached):  
Classified Salary Schedule

**Section 4: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT YEAR** (Reflects total of both Restricted and Unrestricted Amounts)

\$44,400

### Section 5: IMPACT OF PROPOSED AGREEMENT IN FUTURE FISCAL YEARS:

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years:

The current MYP has the cost of this increase included. The costs of this proposal have been included in the current year and the future years.

**Section 6: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE FUNDING:** The District's proposed increase in funding for the Local Control Funding Formula is approximately 13.45% over the prior year.

### **CERTIFICATION**

The information provided in this document summarizes the financial implications of the proposed agreement in accordance with the requirement of AB1200 and GC 3547.5.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Dwayne Newman, Superintendent

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Sheryl Parker, Chief Business Official

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on March 8, 2016 took action to approve the proposed Agreement with the Certificated, Classified and Unrepresented Bargaining Units.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
President, Board of Trustees

# Colusa Unified School District

The following teachers are recommended for tenure for the 2016-2017 school year:

<b>BPS</b>	<b>EMS</b>	<b>CHS</b>
Jennifer Hardwick	Stephanie Archibald	Tina Lyons
Sheraya Harmon		Melissa Michalk
		Stephanie Stever

Colusa Unified School District  
Personnel Assignment Order  
2015-2016 #9

**EMPLOYMENT, RESIGNATIONS, AND OTHER**

**CERTIFICATED**

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Retirement: Resignation: Ramirez, David	CHS Girls Soccer Coach		2,697	3/1/2016

Leaves:  
Terminated:  
Non-Reelection:  
Transfers:  
(Requests approved by Superintendent)

**CLASSIFIED**

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Date</u>
Valencia, Salvador	EMS ASES Student Helper	02/22/2016
Byrd, Nicholas	ESM ASES Student Helper	02/22/2016
Leaves: Resignation: Rader, Ron	Utility Worker/Bus Driver	2/10/2016
Retirement: Landreth, Rhondda	CHS Attendance Clerk/Office Assistant	6/3/2016

Increase of Hours:  
Job transfer:  
Termination:

# COLUSA UNIFIED SCHOOL DISTRICT

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l.l.m.

TRUSTEES:  
MR. LINCOLN FORRY  
MR. TERRY BRESSLER  
MR. CHARLES YERXA  
MRS. KELLI GRIFFITH-GARCIA  
MRS. KATHIE WHITESELL

745 TENTH STREET, COLUSA, CA 95932  
PHONE: (530) 458-7791 • FAX: (530) 458-4030

DWAYNE NEWMAN  
DISTRICT SUPERINTENDENT



Payroll totals for the month of: February 2016

Issued 02/10/2016: (SUP) \$ 12,274.60

Issued 02/29/2016: (EOM) \$ 746,741.52

Monthly total \$ 759,016.12

# Associated Student Body Fund

Egling Middle School and Colusa High School

as of February 29, 2016

l.l.n.

## Colusa High School

Account	Name of Club	Balance
800	Colusa HS ASB	\$ 4,868.01
801	ASB Football Concessions	\$ -
802	ASB Student Store	\$ 1,374.55
811	Art Club	\$ 942.14
812	Ashland Shakespeare Trip	\$ 1,001.53
820	Block C - Other	\$ -
821	Block C - Baseball	\$ 4,620.83
822	Block C - Boys Basketball	\$ 359.90
823	Block C - Boys Soccer	\$ 176.30
824	Block C - Boys Tennis	\$ 227.14
825	Block C - Cross Country	\$ (83.62)
826	Block C - Football	\$ 823.45
827	Block C - Girls Basketball	\$ 397.62
828	Block C - Girls Soccer	\$ (98.00)
829	Block C - Girls Tennis	\$ 126.98
830	Block C - Golf	\$ (42.46)
832	Block C - Softball	\$ 882.24
833	Block C - Track and Field	\$ 1,590.47
834	Block C - Volleyball	\$ 7,405.74
835	Block C - Wrestling	\$ 25.00
836	Block C - JV Boys Basketball	\$ 5.00
847	Class of 2016	\$ 10,897.97
848	Class of 2017	\$ (240.18)
849	Class of 2018	\$ 65.94
850	Class of 2019	\$ -
860	COLUS Yearbook	\$ 13,346.97
863	CSF	\$ 1,486.32
865	FBLA	\$ 8,614.25
870	FFA	\$ 8,043.86
876	Drama Club	\$ 309.21
885	Friday Night Live	\$ (182.90)
887	Spanish Club	\$ 258.56
888	Spirit Club	\$ 2,745.33
890	Cooking Club	\$ 114.03
892	Science Club	\$ 91.52
<b>TOTAL CHS</b>		<b>\$ 70,153.70</b>
<b>Egling Middle School</b>		
950	Egling MS ASB	\$ 1,870.98
955	Club Live	\$ 974.75
960	Kids Can Save	\$ 189.41
965	Library	\$ 385.15
985	Sweatshirts	\$ 1,360.03
990	Yearbook	\$ 458.44
995	8th Grade	\$ 1.30
<b>TOTAL EMS</b>		<b>\$ 5,240.06</b>
<b>TOTAL FUND 95 ASB</b>		<b>\$ 75,393.76</b>