

# 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

February 11, 2019

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

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

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

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

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

- A. Call to Order/Establish Quorum
- B. Pledge of Allegiance
- C. Ordering of Agenda
- D. 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.*

- E. 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 agendized 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.*

- F. Reports:

1. Recognitions & Celebrations

2. Student Report – Chloe Ferraiuolo

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. Colusa RedHawk Athletic Foundation
- 2. Friends of Music
- 3. Friends of Agriculture
- 4. Special Education Local Plan Area
- 5. District English Language Advisory Committee
- 6. Future Business Leaders of America
- 7. Monthly Activities Reports

4. Superintendent Report

- a. Monthly Activities Report
- b. Local Control Accountability Plan Improvement Activities Brainstorming

- c. Low Performing Student Block Grant Discussion
- d. Enrichment Program for High Achieving Students

- 5. Chief Business Official Report
  - a. Governor's Budget Proposal

G. Information/Discussion/Possible Action Items:

- 1. Discussion of Student Email Safety and Security
- 2. Approval of Low Performing Student Block Grant Application
- 3. Possible Action for Approval of Emergency Response Manual
- 4. Board Policies & Administrative Regulations: (***bolded items require decision by the Board***)
  - a. First Reading of BP3312 – Contracts
  - b. First Reading of BP 0420 & AR 0420 – School Plans
  - c. First Reading of BP 0450 & AR 0450 – Comprehensive Safety Plan
    - I. Tactical Response
  - d. First Reading of BP 0460 & AR 0460 – Local Control and Accountability Plan
  - e. First Reading of AR 1220 – Citizen Advisory Committees
  - f. First Reading of AR 3311.1 – Uniform Public Construction Cost Accounting Procedures
  - g. First Reading of AR 3543 – Transportation Safety and Emergencies
  - h. First Reading of AR 4200 – Classified Personnel
  - i. First Reading of AR 5113 – Absences and Excuses
  - j. First Reading of AR 5131.41 – Use of Seclusion and Restraint
  - k. First Reading of BP 5141.52 & AR 5141.52 – Suicide Prevention
  - l. First Reading of BP 5144 & AR 5144 – Discipline
  - m. First Reading of BP 5146 – Married/Pregnant/Parenting Students
  - n. First Reading of BP 6146.1 – High School Graduation Requirements**
  - o. First Reading of AR 6173.2 – Education of Children of Military Families
  - p. First Reading of BP 6175 & AR 6175 – Migrant Education Program
  - q. First Reading of AR 6183 – Home and Hospital Instruction
  - r. First Reading of BB 9322 – Agenda/Meeting Materials
  - s. First Reading of BB 9324 – Minutes and Recordings

H. Motion to Approve Items on the Consent Action Agenda:

- 1. Personnel Assignment Order
- 2. January 14, 2019 Board Meeting Minutes
- 3. January 22, 2019 Special Board Meeting Minutes
- 4. ATG Services Contract for E-rate Funding Application
- 5. Colusa High School Athletic Coaches and Volunteers List
- 6. Memorandum of Understanding with Colusa County Office of Education, Certain County School and Colusa County for Educational Case Management
- 7. Memorandum of Understanding with Colusa County Office of Education for Transportation Services
- 8. King Consulting - Professional Consulting Services Proposal

I. Hearing of the Public for Matters on Closed Session Agenda

J. Adjourn to Closed Session to consider and/or take action upon any of the following items:

- 1. Negotiations Pursuant to Government Code 54957.6
  - Agency Designated Representatives: Dwayne Newman, Superintendent
  - Employee Organizations: California Teachers Association, California State Employees Association, and Unrepresented Employees

2. Personnel Matters Pursuant to Government Code 54957

Administration Representatives: Dwayne Newman, Superintendent; Jesse Rodriguez, Burchfield Primary School; Jody Johnston, Egling Middle School Principal; Erika Lemenager, Egling Middle School Assistant Principal; Rebecca Changus, Colusa High School Principal

- a. Recommendation of Probationary Teacher Non-reelection in Accordance with California Education Code Provisions Including, but Not Limited to §44929.21 and §44954

3. Student Matters Pursuant to Government Code 48918

Administration Representatives: Dwayne Newman, Superintendent

- a. Discussion Regarding EH #2018-19.01

K. Reconvene Open Session

L. Adjournment of the Meeting

## **Request for Qualifications**

# **Enrichment Program for High Achieving Students**

### **Issue date:**

February 1, 2019

### **Closing date and time:**

1 complete electronic copy of each Response must be received before 4:00 PM Pacific Time on  
February 28, 2019

### **Contact person:**

Dwayne Newman, Superintendent  
530.458.7791 Extension 4001  
[Dnewman@colusa.k12.ca.us](mailto:Dnewman@colusa.k12.ca.us)

## 1. Overview of the Requirement

The purpose of this Request for Qualifications (RFQ) is to determine if there are **Teachers** or other **Credentialed Professional educators** who wish to develop and implement a district wide enrichment program for high achieving students.

**Background:** During Local Control Accountability Planning in the Spring of 2018, while analyzing services to ALL students in CUSD, district stakeholders identified a need to provide enrichment for high achieving students. In our view, traditional Gifted and Talented Programs have limited the types of achievement recognized and limited support / enrichment activities more toward students who demonstrated academic skills.

### **Proposal:**

Our desire is for respondents to propose programs which:

1. Identify high achievement in all grade levels and all areas; academics (ELA, Math, Science, Social Sciences, etc.), arts (Visual, Musical, Performing, etc.), athletics (team and individual sports), or any other area in which a student shows passion, exceptional promise and demonstrates high achievement.
2. Serve individual or small groups of high achieving students who would receive enrichment based on their particular area of interest/skill.
3. Demonstrate creativity and out-of-the-box thinking in terms of how to deliver enrichment to high achieving students.
4. Promote collaboration with individuals or organizations which will help these students expand their thinking, and further their skills.

Based on the review of the RFQ Responses the District intends to offer stipend position(s) to the individual(s) whose submittal is selected by a committee of stakeholders which may include staff members, board members and community members. RFQ Responses may be submitted by individuals or small groups.

The individual(s) selected will be offered a stipend for the Spring of 2018 to create a more detailed plan, gather the necessary supplies and materials, and submit a detailed budget for inclusion in the 19/20 District LCAP. The 18/19 District budget includes funds for the stipend and supplies, materials, activities, if a plan is in place and activities can be arranged before the end of the school year.

## 2. Request for Qualifications Definitions

Throughout this Request for Qualifications, the following definitions will be used:

- a) “must” or “mandatory” means a requirement that must be met in order for a Response to receive consideration;
- b) “Respondent” means an individual who submits, or intends to submit, a Response;
- c) “Response” means a statement of qualifications submitted in reply to this RFQ;

- d) “RFQ” means the process described in this Request for Qualifications; and
- e) “should” or “desirable” means a requirement having a significant degree of importance to the objectives of this RFQ.

### 3. Request for Qualifications

#### 3.1 Enquiries

All enquiries related to this RFQ are to be directed, in writing, to Superintendent Dwayne Newman at [dnewman@colusa.k12.ca.us](mailto:dnewman@colusa.k12.ca.us)

#### 3.2 Closing Date

1 complete electronic copies of the Response before 4:00 PM, Pacific Time, on **November 29, 2018** to the email on the front cover of this RFQ. Responses must not be sent by facsimile or hard copy. Responses should be clearly marked with the name, phone number and work address of the Respondent, and the program title.

#### 3.3 Late Responses

Responses will be time stamped based on when the email was sent by the Respondent. Only complete Responses received and marked before closing time will be considered to have been received on time.

Electronic Responses that are received late will not be considered or evaluated in this round or submittals, but may be re-submitted at a later time if the selection committee decides to re-open the RFQ process. In the event of a dispute, the Response sent time as recorded on the emailed Responses will prevail whether accurate or not.

#### 3.4 Review Committee

Review of Responses will be by a committee comprised of stakeholders formed by the District and may include employees, Board members and Community members.

#### 3.5 Review and Selection

The review committee will check Responses against the mandatory criteria. Responses not meeting all mandatory criteria will be rejected without further consideration. Responses that do meet all the mandatory criteria will then be assessed and scored against the desirable criteria.

#### 3.6 Estimated Time-Frames

The following timetable outlines the anticipated schedule for the RFQ, RFP and Contract process. The timing and the sequence of events resulting from this Request for Qualifications may vary and shall ultimately be determined by the District.

Event	Anticipated Date
RFP anticipated issue date	10/26/18
Anticipated awarding of Stipend	12/15/18

Program Plan Complete	<b>3/15/18</b>
SY 18/19 Activities Begin	<b>3/30/18 With administration permission</b>
SY 19/20 Budget Complete	<b>4/15/18</b>
SY 19/20 Plan & Budget Approval & inclusion in LCAP	<b>5/20/18</b>

### **3.7 Changes to Response Wording**

The Respondent will not change the wording of its Response after the closing date and time specified on the front cover of this RFQ and no words or comments will be added to the Response unless requested by the District for purposes of clarification.

### **3.8 Acceptance of Responses**

This RFQ is not an agreement to purchase goods or services. The District is not bound to enter into a Contract with any Respondent. Responses will be assessed in light of the qualification review criteria. The District will be under no obligation to receive further information, whether written or oral, from any Respondent.

### **3.9 Offer of Stipend**

It is anticipated that a Stipend will be offered to an individual Qualified Respondent or Respondent group within 2 months.

### **3.10 Modification of Terms**

The District reserves the right to modify the terms of this RFQ at any time in its sole discretion. This includes the right to cancel this RFQ at any time without offering a stipend.

### **3.11 Ownership of Responses**

All documents, including Responses, submitted to the District become the property of the District.

### **3.12 Respondent Meeting**

A Respondent meeting may be held at the District's sole discretion. Respondents may attend an arranged meeting in person or participate by teleconference call (if available).

### **3.13 Debriefing**

The District will offer a debriefing to Respondents who were not offered the Stipend, on request, at a mutually agreeable time.

## **4. Services**

## 4.1 Services

The Qualified Respondents who accept the Stipend offer may perform and be responsible for the following services and duties:

- (a) Creation and implementation of a detailed but concise program plan;
- (b) Creation of a detailed, accurate budget aligned with the program plan, and properly processing expenses when incurred;
- (c) Collaboration with individuals and groups in delivering enrichment activities for students;
- (d) Communicating with administrators, parents and students;
- (e) Creating measures of program success and periodically reporting to the board and community on program progress;
- (f) Identifying, recruiting and supervising students who participate in the program; and
- (g) Maintaining a program aligned with the Mission and Vision of CUSD.

## 5. Qualifications Review Criteria

### 5.1 Mandatory Criteria

The following are mandatory requirements. Responses not clearly demonstrating that they meet them will receive no further consideration during the qualifications review process.

Criteria	
a)	The Response must be received at the closing location by the specified closing date and time.
b)	The Response must <b>not</b> be sent by facsimile or in hard copy.
c)	The Response must be submitted by the Credentialed CUSD staff member who desires to create and sustain the program.
d)	The Response must include a proposed name for this program.

### 5.2 Desirable Criteria

Responses meeting all mandatory requirements will be further assessed against the following desirable criteria.

Criterion	Points Available
How students will be identified as qualifying for participation in the program.	10
How many students might be served under the plan, and how priority for service will be determined.	10
A list of proposed activities which will provide enrichment for students in the areas of <ol style="list-style-type: none"> <li>1. Academics</li> <li>2. Arts</li> <li>3. Athletics</li> <li>4. Other</li> </ol> And a rough cost estimate.	60 (15 pts in each area noted.)
Describe collaboration with other individuals and groups to bring broad support for students and is likely to engage students at a high level. If proposal includes additional staffing (beyond one stipend position), describe how many and the desired qualifications.	10
Proposal is creative but realistic.	10
<b>TOTAL POINTS AVAILABLE</b>	<b>100</b>

## 6. Respondent's Response

The following format and sequence should be followed in order to provide consistency in the Respondent's submissions and ensure each Response receives full consideration. All pages should be consecutively numbered.

- **Title Page with proposed Program Name, Respondent(s) Name(s), work address, and phone number (Indicate the primary contact person if Response is submitted by a group.)**
- **One page (max) describing how students will be identified, how many students may be served, and how any decision to limit the number of students who participate will be implemented.**
- **Two pages (max) describing possible activities and a rough cost estimate.**
- **One page (max) describing possible collaborations and justification for additional staffing if included.**



GOVERNOR'S 2019.2020 BUDGET PROPOSAL  
COLUSA UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION MEETING  
FEBRUARY 11, 2019



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# Themes for the 2019-20 Governor's Budget

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- Governor Gavin Newsom's first State Budget lays the groundwork and signals his governing philosophy and outlook for the next four years
- The economy continues to outperform expectations, but the recovery from the Great Recession is in its tenth year and some fear a downturn is looming
- The growth in Proposition 98 for 2019-20 is *meager* even though state revenues are outpacing the forecast
- Local educational agencies (LEAs) will continue to face budget challenges as Local Control Funding Formula (LCFF) funding flattens and costs rise
- The education budget contains some new proposals, but Governor Newsom's early childhood education initiative will take center stage
- Accountability remains a priority as the California School Dashboard (Dashboard) and other metrics continue to evolve



## Legislative Landscape

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- Former Governor Jerry Brown's position on funding and legislation was well known, so legislators have waited him out on certain hot topics, expecting more receptive perspectives from Governor Newsom on:
  - ▣ Charter schools
  - ▣ Early childhood education
  - ▣ Facilities
- And while Democrats control both houses and the Governor's office, they are not all the same shade of blue
  - ▣ The wave election brought in Democrats from historically conservative areas, making them less likely to be progressive
- Governor Newsom encounters a seasoned Legislature with term limits longer than his own and leaders that have been through State Budget negotiations before
  - ▣ These dynamics could make for more interesting State Budget dynamics than under former Governor Brown



## Accountability in 2019

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- Governor Newsom has indicated that he intends to continue former Governor Brown's signature school funding program and believes that continued successful implementation of the LCFF and its accountability and continuous improvement system are key next steps for the state's public education system
- With the Dashboard now in place and the LCFF officially meeting its funding targets in fiscal year 2018-19, there will be a much larger emphasis on outputs and accountability for the K-12 system moving forward
  - Policymakers and stakeholders will become increasingly interested in the LCFF's efficacy
    - How and when will we know if it is working?
- New transparency requirements and 2018-19 State Budget investments in technical assistance, community engagement, and Multitiered Systems of Support bring us one step closer to reaching the state's aspirational goal of a single coherent system of support



# U.S. Economic Outlook

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- The fundamentals of the U.S. economy paint a promising picture for economic growth
  - ▣ National employment is robust
    - Full employment continues with an additional 312,000 jobs added in December 2018, and a 63.1% labor force participation rate (compared to 62.7% in December 2017)
    - The unemployment rate remains low at 3.9% in December 2018
  - ▣ Though not as robust, the housing market remains steady
    - Building permits increased by 0.4% over the same time last year
    - Housing starts increased by 3.2% from October to November 2018, but are below the rate from last year
  - ▣ Consumer spending continues its positive trajectory
    - Personal consumption expenditures (PCE) rose by 0.4% from October to November 2018
    - The PCE is up 1.8% from the same time last year

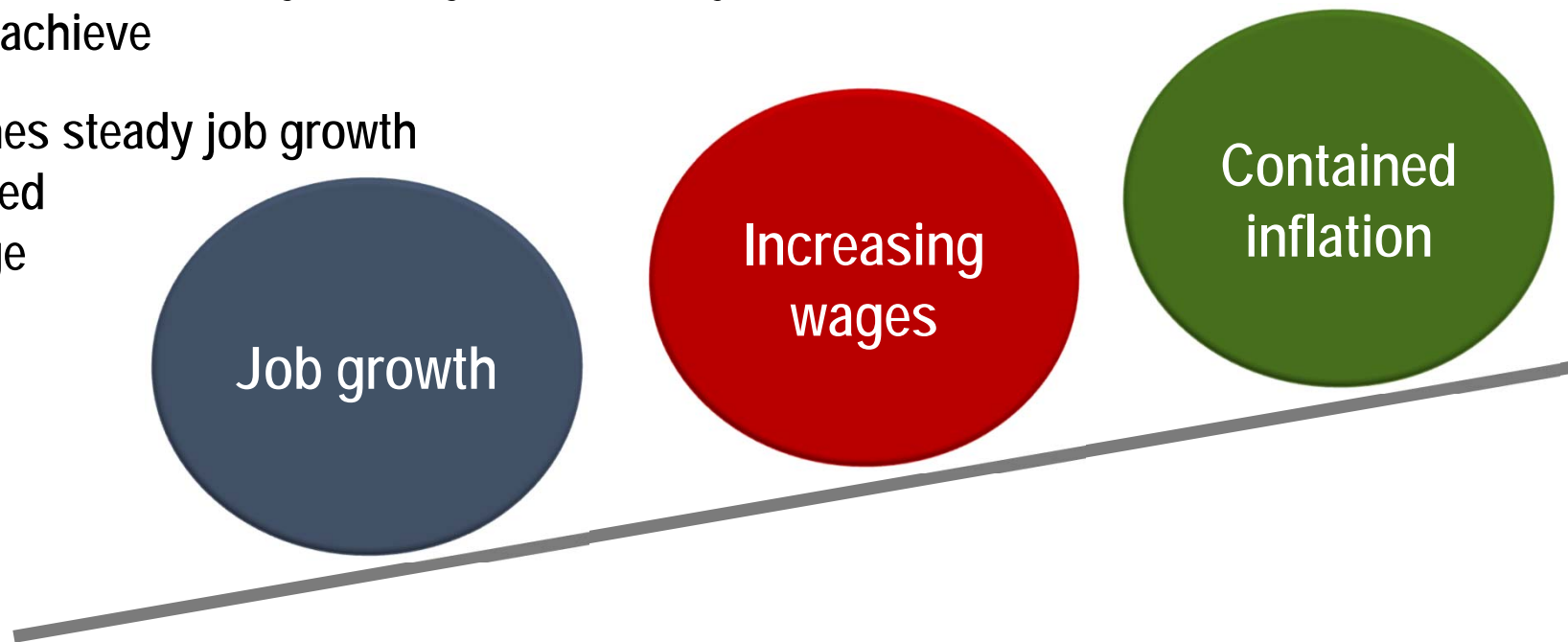


# The California Economy

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- The California economy continues to grow but at a slower rate than the immediate years following the Great Recession
- Continued growth of the economy will rely on three major factors, which may be difficult to achieve
- The Budget assumes steady job growth and a more balanced distribution of wage increases across all workers





# Risks to the California Economy and the State Budget

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- Governor Newsom and the UCLA economists identify a different set of key risks to California's economy – they aren't mutually exclusive

## Governor

- Policy conflicts with the federal government
- Volatile stock market
- An aging population
- Housing crisis

## UCLA

- Unratified tri-party trade agreement between California, Mexico, and Canada
- Continued trade tensions between the U.S. and China

- The health of the economy drives state revenues and thus the State Budget



## What's Not in the Budget?

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- Not surprisingly when a new Administration takes office, there is little time to flush out the details of all the proposals contained in the Governor's Budget
- Over the course of the legislative hearings, additional specificity is expected for:
  - The \$576 million funding various Special Education proposals
  - The Early Childhood Education proposals
- While new funding is provided for Special Education, funding for equalization of rates is not included in the Budget
- The LCFF targets have been achieved, but this is a modest goal; *higher LCFF aspirational targets are not included in the Budget*
- *The Budget does not provide any funds for one-time discretionary grants*



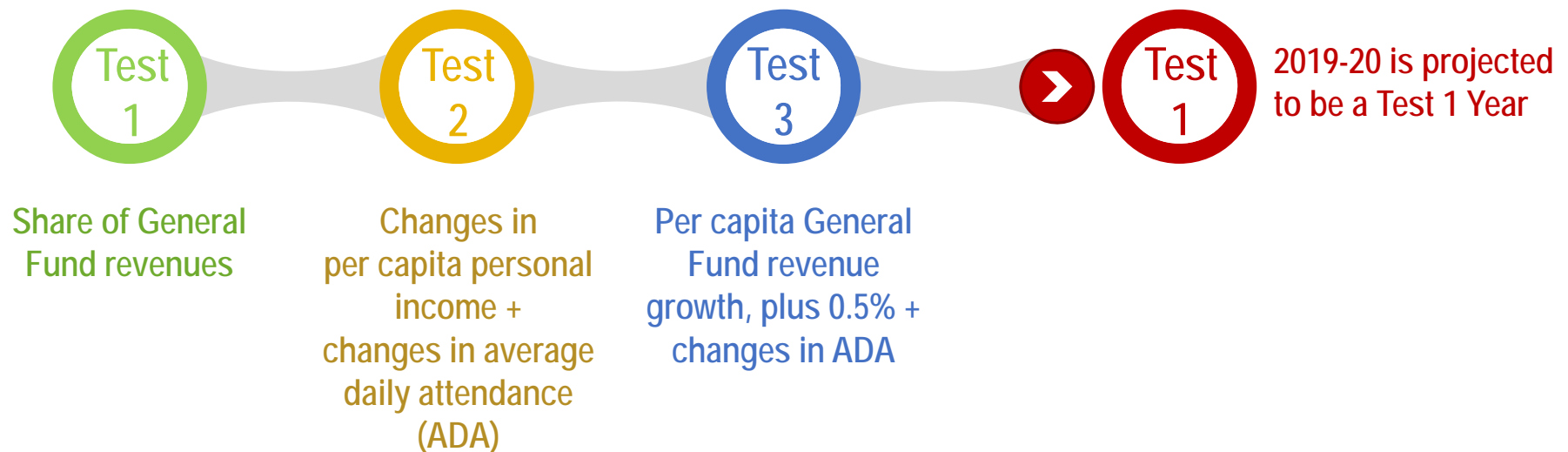


## Proposition 98

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- With the enactment of Proposition 98 in 1988, voters amended the State Constitution to set a minimum funding level for K-12 education and community colleges
- Both state General Fund and local property tax revenues apply toward meeting the Proposition 98 minimum guarantee
- The minimum guarantee is determined by one of three tests that depend upon several inputs



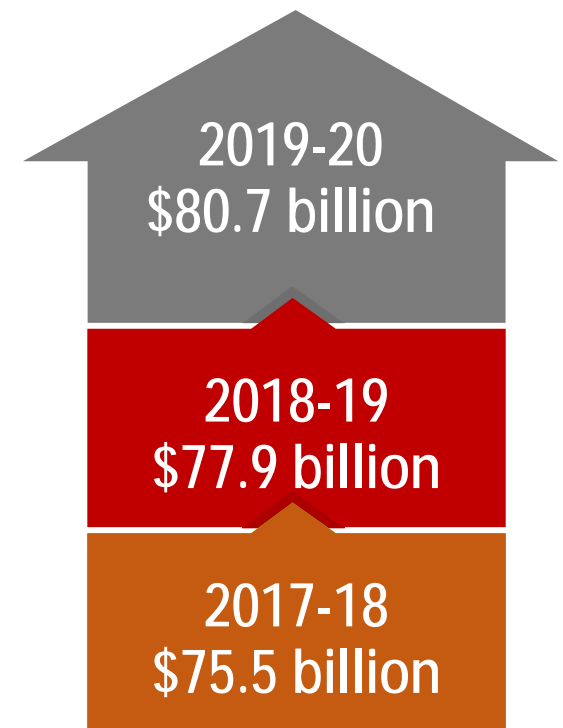


## Proposition 98

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- The 2019-20 minimum guarantee is \$80.7 billion
  - ▣ A \$2.8 billion (3.6%) increase from last year's revised State Budget
- The minimum guarantee has declined from the 2018 Budget Act for both 2017-18 and 2018-19
  - ▣ Due to lower-than-anticipated ADA and year-over-year decline in General Fund revenue growth from 2017-18 to 2018-19
  - ▣ However, funding remains level due to maintaining a \$44 million "over-appropriation" for 2017-18 and using settle up payments to offset unfunded 2018-19 obligations



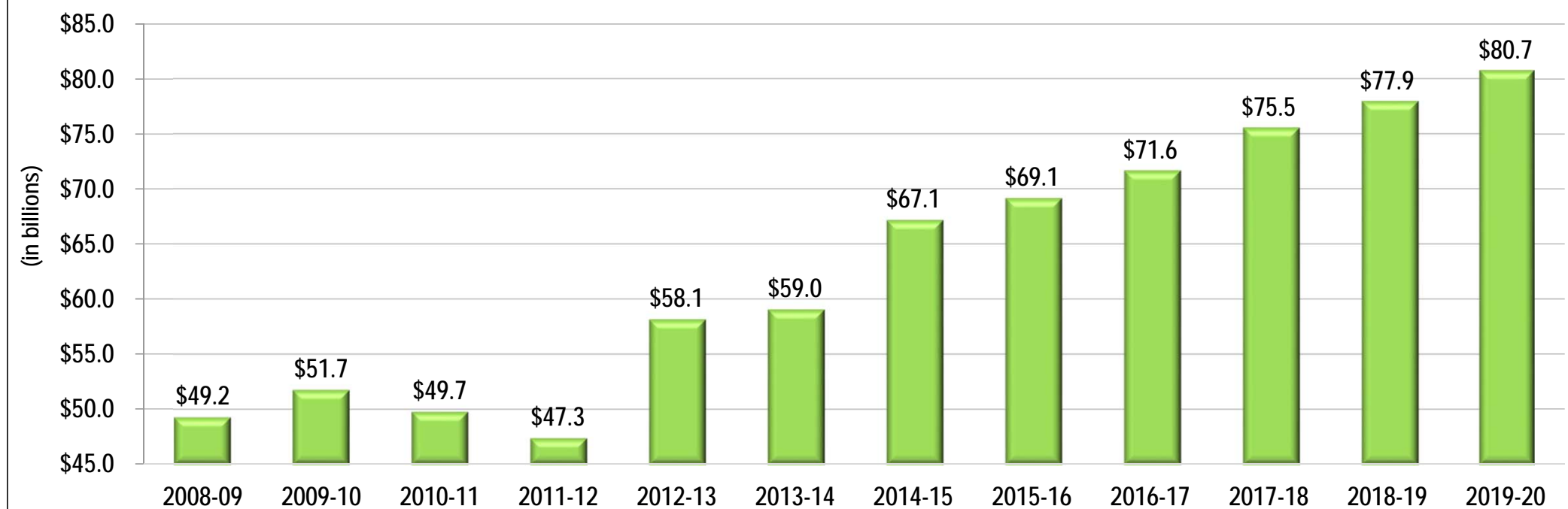


# Proposition 98

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Proposition 98 Funding Over Time  
2008-09 to 2019-20



Source: 2019-20 Governor's Budget, page 32



## Early Care and Education

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- One of Governor Newsom's most aggressive budget investments is made in the early care and education sector
- In total, the 2019-20 Budget includes over \$2.4 billion in programs and services to children and families
  - Most are one-time investments
  - Nearly all of them are funded with non-Proposition 98 dollars





# Cap on District Reserves

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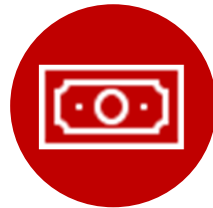
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- Proposition 2 (2014) established the Rainy Day Budget Stabilization Fund Act that included a state rainy day fund and a Proposition 98 reserve
- The measure also imposed a cap on what school districts could maintain in their local reserves if certain conditions are met
  - The conditions will not be met in fiscal year 2019-20



## Maintenance Factor

**Met:** Proposition 98 Maintenance Factor prior to 2014-15 is fully paid



## Test 1

**Met:** Minimum Guarantee is determined by Test 1



## ADA and COLA\*

**Not Met:** Proposition 98 Minimum Guarantee is sufficient to fund ADA, but not COLA



## Capital Gains

**Met:** Capital gains exceed 8% of General Fund revenues



\*Cost-of-living adjustment (COLA)

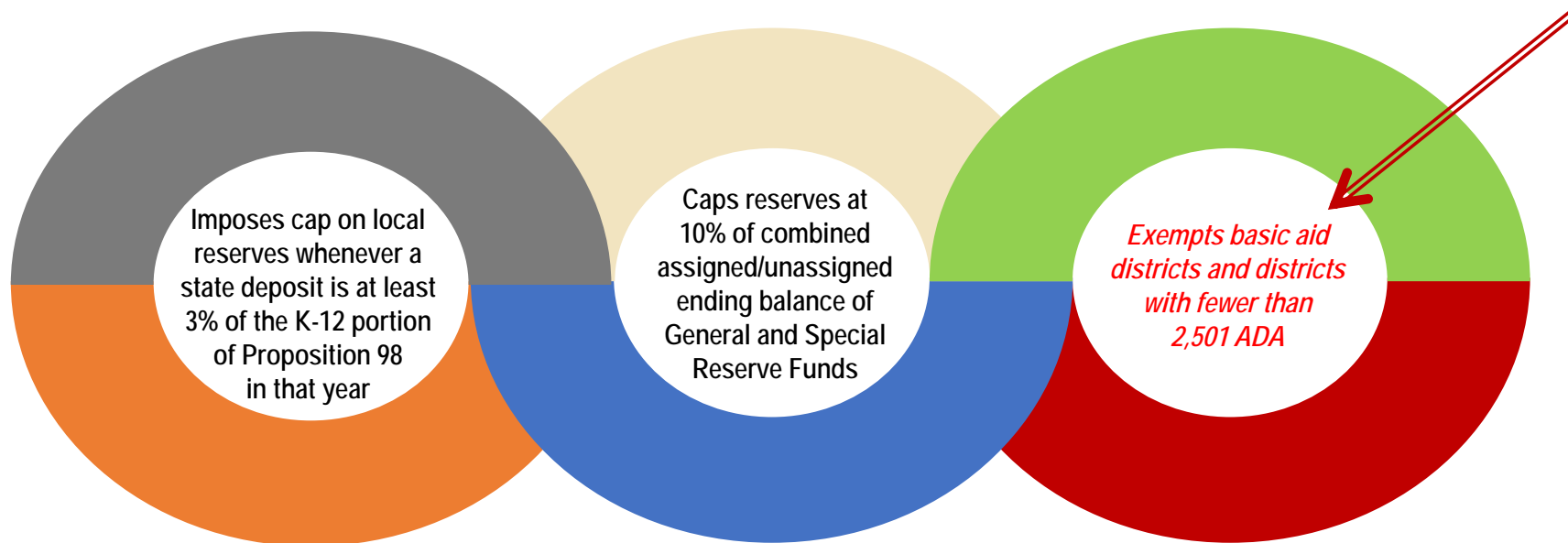


## Cap on District Reserves

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- When the four Proposition 2 conditions are met, a state deposit into the Proposition 98 reserve is required
- Senate Bill 751 (Chapter 674/2017) changed the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves





## 2019-20 Local Control Funding Formula

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- The State Budget proposes \$2 billion towards LCFF to fund the 3.46% statutory COLA
  - This brings LCFF funding to \$63 billion (up from \$61 billion in 2018-19)
- 2019-20 LCFF growth provides an average increase in per-pupil funding of an estimated \$343 per ADA, or 3.37% (individual results will vary)
  - The lower 3.37% increase takes into consideration that no COLA is provided for Targeted Instructional Improvement Grant, Transportation, or Economic Recovery Target
  - These programs are add-ons to the LCFF that not all districts will receive.



## 2019-20 LCFF Funding Factors

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The K-12 COLA is 3.46% for 2019-20 and is applied to the LCFF base grants for each grade span

Grade Span	2018-19 Base Grant Per ADA	3.46% COLA	2019-20 Base Grant Per ADA
K-3	\$7,459	\$258	\$7,717
4-6	\$7,571	\$262	\$7,833
7-8	\$7,796	\$270	\$8,066
9-12	\$9,034	\$313	\$9,347



## 2019-20 LCFF Funding Factors

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- Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 3.46% COLA in 2019-20
  - Grade K-3 – 10.4% increase for smaller average class sizes
  - Grades 9-12 – 2.6% increase in recognition of the costs of Career Technical Education coursework

Grade Span	2019-20 Base Grant Per ADA	GSA	2019-20 Adjusted Base Grant
K-3	\$7,717	\$803	\$8,520
4-6	\$7,833	–	\$7,833
7-8	\$8,066	–	\$8,066
9-12	\$9,347	\$243	\$9,590



## 2019-20 LCFF Funding Factors

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- Supplemental and concentration grants are calculated based on the percentage of an LEA's enrolled students who are English learners, free and reduced-price meal program eligible, or foster youth – the unduplicated pupil percentage (UPP)

Grade Span	2019-20 Adjusted Grants Per ADA	20% Supplemental Grant – Total UPP	50% Concentration Grant – UPP Above 55%
K-3	\$8,520	\$1,704	\$4,260
4-6	\$7,833	\$1,567	\$3,917
7-8	\$8,066	\$1,613	\$4,033
9-12	\$9,590	\$1,918	\$4,795



## What Does the LCFF Mean for Colusa Unified?

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Colusa Unified – 2019-20		
2019-20 LCFF Per ADA Funding	Projected 2019-20 ADA	Projected 2019-20 LCFF Total Revenue
\$10,679	1,436.97	\$15,345,402.63

*This is a funding increase of \$45,000 +/- over First Interim Projection(s)*



## CalSTRS – Employer Contributions

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- The State Budget recognizes the cost pressures LEAs face with rising the California State Teachers' Retirement System (CalSTRS) employer contribution rates

**\$3 billion  
one-time  
non-  
Proposition 98  
to reduce  
liabilities for  
employers**

\$700 million to reduce the employer contribution rate in both 2019-20 and 2020-21

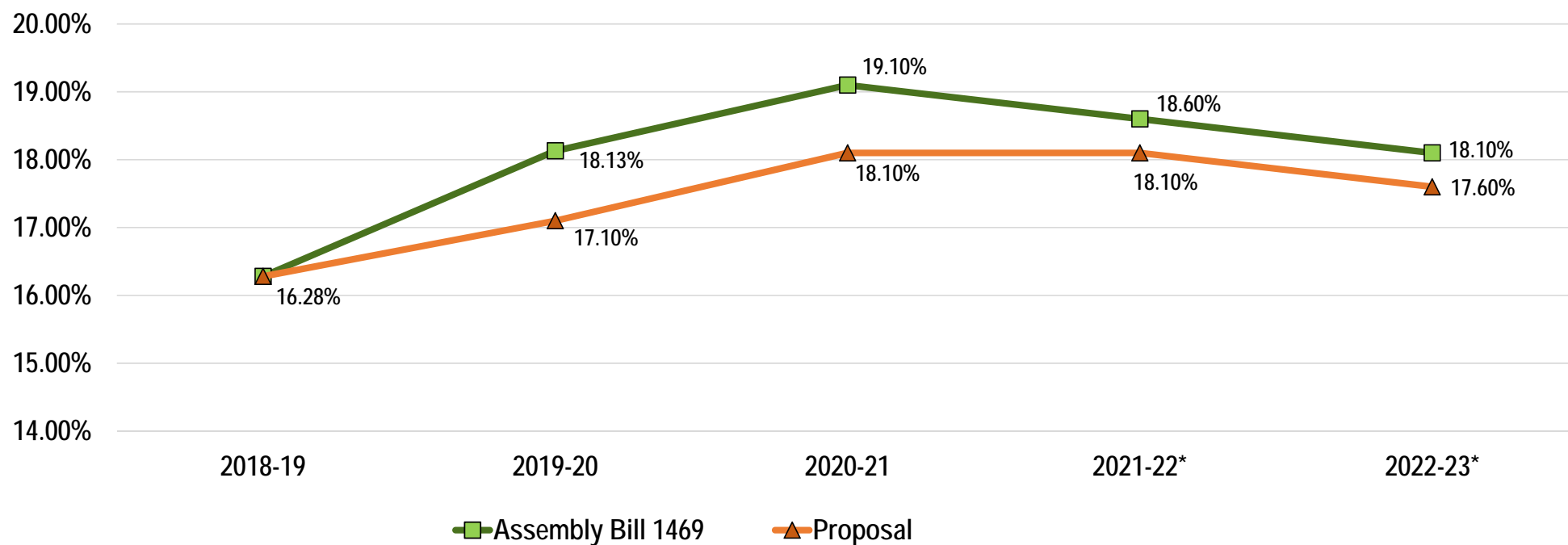
\$2.3 billion towards employers' liability, which is expected to reduce the out-year employer contribution rate by approximately 0.5%



# CalSTRS Employer Contribution Rates – Current Law Versus Governor’s Proposal

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\*Beginning in 2021-22, the CalSTRS Board has authority to increase/decrease the employer contribution rate (with some restrictions) to fully fund the unfunded liability by 2046



## Discretionary Grant Funding

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- During the last four years of the economic recovery, school districts have experienced major upward revisions of the current-year Proposition 98 guarantee, providing huge one-time discretionary grants in the following year
  - 2018-19: \$1.1 billion or \$184 per ADA
  - 2017-18: \$877 million or \$147 per ADA
  - 2016-17: \$1.3 billion or \$214 per ADA
  - 2015-16: \$3.2 billion or \$530 per ADA
- In contrast, the Governor's Budget indicates that Proposition 98 has been revised downward in the current year and therefore no discretionary grant funding is proposed for 2019-20
  - Nor does Governor Newsom use other one-time funds for discretionary grant funding



## Mandate Block Grant

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- All school districts, charter schools, and county offices of education (COEs) are eligible to participate in the Mandate Block Grant (MBG), notwithstanding the applicability of state mandates on their operations

- The rates for 2019-20, inclusive of the 3.46% COLA, are as follows:

Grade Span	School Districts	Charter Schools	COEs
K-8	\$32.24	\$16.90	\$33.32
9-12	\$61.90	\$46.79	\$62.99

- The Governor's Budget makes no changes to the mandates recognized for funding under the MBG



# Longitudinal Education Data System

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- Governor Newsom is proposing \$10 million in one-time non-Proposition 98 funding to plan for and develop a longitudinal intersegmental student data system
  - The system would connect student information from early childhood education providers, K-12 schools, higher education institutions, employers and workforce entities, and health and human services agencies
  - The funding would be used for initial planning purposes and the initial stages of implementation, once an implementation plan is adopted by the Administration and the Legislature
- There have been several attempts by the Legislature to fund a similar data system over the past few years, but these efforts were not supported by former Governor Brown
- Governor Newsom continuously expressed his support for this type of data system during the campaign and his proposal is consistent with his “cradle-to-career” education strategy that looks to connect all of the education segments



## AB 1200 Oversight Changes

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- Under previous laws, the Fiscal Crisis & Management Assistance Team (FCMAT) would only engage districts upon the request of the district or COE
- As a result of changes in the 2018-19 Budget Act, FCMAT will now automatically engage under the following conditions:
  - Disapproved budget
  - Negative interim report
  - Three consecutive qualified reports
  - Downgrade of interim certification
  - “Lack of going concern” designation
- As part of this engagement, FCMAT may engage in a fiscal health risk analysis
  - Analysis will be coordinated with the COE and is expected to build upon the COE oversight process at no cost to the COE or district



## Next Steps

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### ● State level

- ▣ Budget committee hearings
- ▣ Next update – May Revision

### ● Local level

- ▣ Second Interim financial report to be presented at the March 18, 2019 Board of Education meeting (statutory deadline is March 19, 2019).



# Thank you

© 2019 School Services of California, Inc.

To parents and guardians,

At Colusa Unified School District, we use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by over eighty million of students and teachers around the world. At Colusa Unified School District, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Students in grades Kindergarten through 8th grade will not have the ability to email outside of Colusa Unified School District G Suite. This means they can only email other persons within our organization or district approved organizations.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not enable the email portion of their G Suite for Education account for your child. By not allowing consent for your student to utilize this resource, they will be missing out on the ability to email colleges, teachers, mentors and other students.

☐ give permission for Colusa Unified School District to create/maintain a G Suite for Education account with email for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

☐ give permission for Colusa Unified School District to create/maintain a G Suite for Education account without email for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

☐ do not give permission for Colusa Unified School District to create/maintain a G Suite for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Thank you,

Full name of student

---

Printed name of parent/guardian

---

Signature of parent/guardian

Date

---

# G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at [https://gsuite.google.com/terms/user\\_features.html](https://gsuite.google.com/terms/user_features.html)):

Gmail	Drive
Google+	Groups
Calendar	Hangouts, Hangouts Chat, Hangouts Meet,
Chrome Sync	Google Talk
Classroom	Jamboard
Cloud Search	Keep
Contacts	Sites
Docs, Sheets, Slides, Forms	Vault

In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to the following “Additional Services”:

Blogger	Google Mobile Device Management
Chrome Web Store	Google MyMaps
FeedBurner	Google Photos
Fusion Tables	Google Play
Google+	Google Play Console
Google Alerts	Google Public Data
Google Bookmarks	Google Search Console
Google Books	Google Takeout
Google Cloud Print	Google Voice
Google Domains	Material Gallery
Google Earth	Scholar Profiles
Google Managed Play	Search And Assistant
Google Maps	YouTube

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at [https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html) You should review this information in its entirety, but below are answers to some common questions:

## What personal information does Google collect?

When creating a student account, Colusa Unified School District may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- Device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- Log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- Location information, as determined by various technologies including IP address, GPS, and other sensors;
- Unique application numbers, such as application version number; and
- Cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

## How does Google use this information?

In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

## Does Google use student personal information for users in K-12 schools to target advertising?

**No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.**

## Can my child share information with others using the G Suite for Education account?

[As applicable for school/district] We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

## Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

- With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- With Colusa Unified School District. G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.

- For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - meet any applicable law, regulation, legal process or enforceable governmental request.
  - enforce applicable Terms of Service, including investigation of potential violations.
  - detect, prevent, or otherwise address fraud, security or technical issues.
  - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

## What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting your student's school administrator. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

## What if I have more questions or would like to read further?

If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact the Director of Information Technology. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [G Suite for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at [https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html)), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (at <https://www.google.com/intl/en/policies/privacy/>).

The Core G Suite for Education services are provided to us under [Google's Apps for Education agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) (at [https://www.google.com/apps/intl/en/terms/education\\_terms.html](https://www.google.com/apps/intl/en/terms/education_terms.html)) [if school/district has accepted the Data Processing Amendment (see <https://support.google.com/a/answer/2888485?hl=en>), insert: and the [Data Processing Amendment](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html) (at [https://www.google.com/intl/en/work/apps/terms/dpa\\_terms.html](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html))].

# Low Performing Student Block Grant

## Draft Action Plan

February 4, 2019

Search Results (CA Dept of Edu... LPSBG Program Information... Required Report for the Low-per...  
https://surveys2.cde.ca.gov/surveys/landing/Interviewer.asp  
Apps Colusa Unified Scho... California Departme... 2018 SBAC Results... Aecop Staff Attende... CASPP Web Site... GAMUT Online... CASPP TDMs Onlin... Welcome to EDIONE... Prop 39 Login... AeriesNet... Interim Assessment... LCCF Reports (CA D... Cal TAC

Accessible Version

California DEPARTMENT OF EDUCATION

Report

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (0 of 1,050 maximum characters)

How will the effectiveness of the evidence-based services be measured? (0 of 1,050 maximum characters)

How are services aligned with and described in the LEA's local control and accountability plan? (0 of 1,050 maximum characters)

On what date was the LPSBG Plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school?  
(MM/DD/YYYY)

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Summarize how the funds will be used to increase or improve evidence-based services for pupils identified:

1. Students in grades K-12 will be identified using achievement data
2. Use LPS BG for iReady purchase.
  - a. K-2 uses iReady data.
  - b. 3-12 using SBAC (3-8 & 11<sup>th</sup> Grades) and iReady.
  - c. Teacher recommendation using Curriculum Based Assessments.
3. Set up Parent and Instructional team meeting for Low Performing Student Block Grant students – as soon as testing results available. Individual invitations made via phone to the parents. Goals of the meeting will be:
  - a. Review current and past years' assessment results. Explain what is assessed and what the results tell us about student performance.
  - b. Give examples of how the assessment results are used to change curriculum and instruction; instructional calendar /pacing guide; power standards, etc.
  - c. Supply information about the student's specific learning gaps, and how the student can overcome those gaps; and how the parents might help.
  - d. Set growth goals in iReady and for SBAC.
4. Data support person to serve entire district for creation of pre-canned reports in the Illuminate Data and Assessment software system.
  - a. Completed over the summer, Admin team creates report content during retreat.
  - b. Set up script for teachers to use when assessment data is available – send home reports with the report cards
  - c. Additional tech support to assist peers in data analysis
5. iReady used as embedded during instructional time.
  - a.  $\frac{3}{4}$  hr for ELA and Math each per week.
  - b. Customized/individualized scheduled time for iReady at CHS.

6. Additional parent training for illuminate – use funds for family incentives. Food prizes, etc.
7. Leadership team meets with students in March to emphasize the need to put forth best effort.
8. PT conference scripts developed by Admin Team – provided to teachers for feedback.
9. Illuminate training for teachers, reading coaches, and new admin.
10. iReady training for all instructional staff – schedule it for June, pay staff
11. Open additional CHS summer school slots for support

How will the effectiveness of the evidenced-based services be measured?
---

Identified students will make 1.3 years growth in ELA and Math on both iReady and SBAC Score Scales  
 Parents of identified students will engage in items #3 & #6 at a rate of 80% or better.  
 Students will engage in items #3, #5, #7, #9 & #11 at a rate of 80% or better.  
 Parent surveys will show improved perception of schools from Fall baseline to Spring.

How are services aligned and described in the LEA's Local Control Accountability Plan?
--

### Goal 1: Improve Student Achievement and Close Achievement Gaps

#### **Metrics:**

#### **SBAC Status Goals**

- ELA 56% Met & Exceeded Standard
- Math 51% Met & Exceeded Standard

Services listed will accelerate scores toward these goals.

#### **Cohort Growth Goals:**

- Cohort ELA Growth 6%
- Cohort Math Growth 6%

Services listed will accelerate scores toward these goals.

**Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year**

- Grade 11 ELA M&E 73%
- Grade 11 Math M&E 45%

Services listed will accelerate scores toward these goals.

### Goal 2: Improve the atmosphere in our schools and the communication between school and home

#### **Metrics:**

#### **Parent involvement will increase.**

- Overall participation at or above baseline.

Services listed will increase engagement with parents of a traditionally under-involved group.

**Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.**

- Overall positive perceptions at or above baseline.

Services listed will increase engagement with parents of a traditionally under-involved group.



# Colusa Unified School District Emergency Operations Plan

February 2019



## FEMA

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

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# I. INTRODUCTION

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## A. Purpose of the Plan

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

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

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

## B. Scope of the Plan

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

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## 1. Definitions

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

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

## 2. School Board Policy Statement

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

## C. Situation Overview/Hazard Analysis Summary

### 1. School Population

#### a. General Population

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

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

#### b. Special Needs Population

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

- ☐ Limited English proficiency,
- ☐ Blindness or visual disabilities,
- ☐ Cognitive or emotional disabilities,
- ☐ Deafness or hearing loss,

- 
- ☐ Mobility/physical disabilities (permanent and temporary), and
  - ☐ Medically fragile health (including asthma and severe allergies).

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

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

## **2. Building Information**

Colusa Unified School District facilities are located at:  
Burchfield Primary School – 400 Fremont Street  
Egling Middle School – 813 Webster Street  
Colusa High & Colusa Alternative High School – 901 Colus Avenue  
District Office and Colusa Alternative Home School – 745 Tenth Street

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

## **3. Hazard Analysis Summary**

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

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

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

## Potential Hazards

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

---

## **4. Preparedness, Prevention, and Mitigation Overview**

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

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

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

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Colusa Unified School District structures were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. However, those codes have changed over the years and CUSD is constantly upgrading systems to meet the new codes.

## **D. Planning Assumptions and Limitations**

### **1. Planning Assumptions**

Stating the planning assumptions allows Colusa Unified School District to

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deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

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

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

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

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

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

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

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

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

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

---

## **2. Limitations**

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

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## II. CONCEPT OF OPERATIONS

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

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

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

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

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

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

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

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

In a major emergency or disaster, Colusa Unified School District facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]**

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

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## **C. Initial Response**

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

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

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### III. ORGANIZATION ASSIGNMENT OF RESPONSIBILITIES

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

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

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

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

#### A. Principal / Building Administrator

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

#### B. Incident Commander

The Incident Commander responsibilities include:

- ☐ Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- ☐ Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- ☐ Determine whether to implement incident management protocols (e.g.,

- 
- Lockdown, Lock Out, Shelter in Place, Evacuate, etc.), as described more fully in the functional appendixes in this document.
- ☐ Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
  - ☐ Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
  - ☐ Keep the principal and other officials informed of the situation.

### **C. Teachers**

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

Responsibilities include:

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

### **D. Instructional Assistants**

Responsibilities include assisting teachers as directed.

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

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

Responsibilities may include:

- ☐ Take steps to ensure the safety of students, staff, and other

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

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

Responsibilities include:

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

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

Responsibilities include:

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

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

Responsibilities include:

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

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

Responsibilities include:

- ☐ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary

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during an incident.

- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.

## **J. Bus Drivers**

Responsibilities include:

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

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

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

## **L. Students**

Responsibilities include:

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

## **M. Parents/Guardians**

Responsibilities include:

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

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## IV. DIRECTION, CONTROL, AND COORDINATION

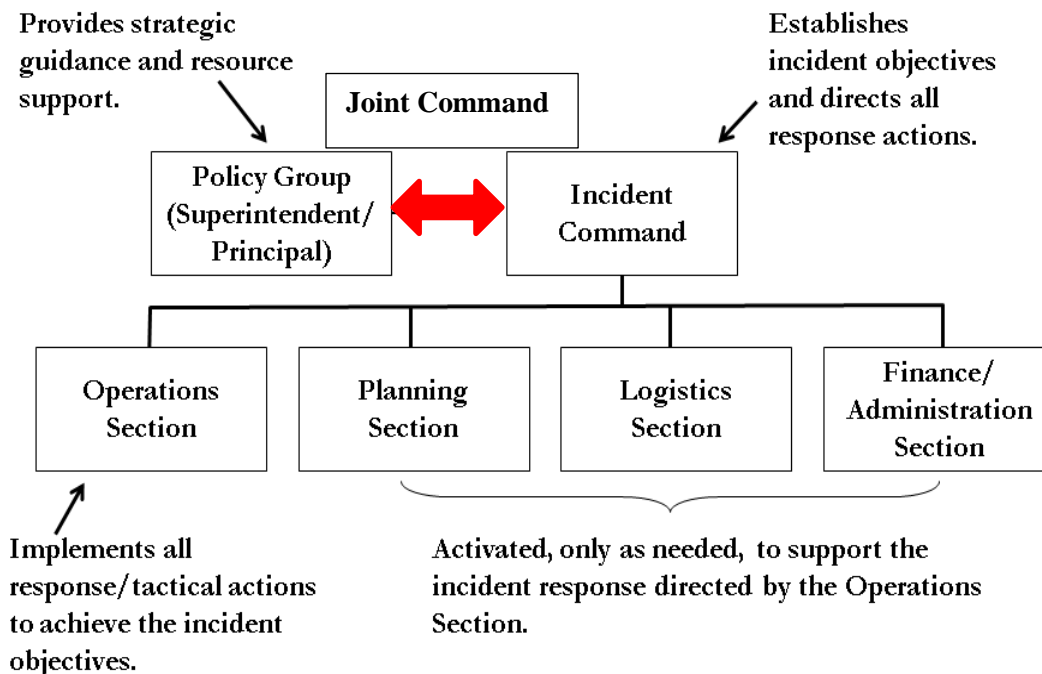
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### A. School Incident Command System (ICS)

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

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

**Figure 1. Incident Management Team**



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

Specific responsibilities include:

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

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

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**Table 2. Operations Section Teams**

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

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

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

Duties may include:

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

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

Additional responsibilities include:

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

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

Additional duties may include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## V. COMMUNICATIONS

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

### A. Internal Communications

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

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

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

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

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

### B. External Communications

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

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being done about it, and the safety of the children and staff.

## **1. Communication With Parents**

Before an incident occurs, Colusa Unified School District will:

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

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

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

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

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

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

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

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

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included in **Appendix H**.

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

### **3. Handling Rumors**

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

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

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

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

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

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

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

The staff/faculty teams will:

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

The school district will:

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

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

## C. Communication Tools

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

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

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

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

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

### **B. Recordkeeping**

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

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

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

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

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

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## **C. Incident Costs**

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

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

### **2. Incident Costs**

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

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

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

## **D. Preservation of Records**

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

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## VII. PLAN MAINTENANCE, & DISTRIBUTION

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

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

### A. Approval and Dissemination of the Plan

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

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

#### 1. Record of Changes

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

#### 2. Record of Distribution

Copies of plans and appendixes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Emergency Operations Planning Team and will indicate the title and name of the person receiving the plan, the agency

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to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

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

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

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

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

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

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

Mandatory School EOP training will include:

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

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

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

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

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## VIII. AUTHORITIES AND REFERENCES

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

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

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

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### **I. PURPOSE**

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

### **II. SCOPE**

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

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

### **III. RESPONSIBILITIES**

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

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

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

<b>Superintendent or Designee</b>	<ul style="list-style-type: none"> <li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>○ Disseminate information internally to students and staff.</li> <li>○ Communicate with parents, media, and the larger school community.</li> <li>○ Identify a line of succession, including who is responsible for restoring which business functions for schools.</li> <li>○ Ensure systems are in place for rapid contract execution after an incident.</li> </ul>
<b>Principal and/or Department Heads</b>	<ul style="list-style-type: none"> <li>○ Identify relocation areas for classrooms and administrative operations.</li> <li>○ Create a system for registering students (out of district or into alternative schools).</li> <li>○ Brief and train staff regarding their additional responsibilities.</li> <li>○ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>○ Reevaluate the curriculum</li> </ul>
<b>Custodians / Maintenance / Transportation Personnel</b>	<ul style="list-style-type: none"> <li>○ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>○ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li> <li>○ Determine how transportation services will resume.</li> </ul>
<b>Administrative Assistants / Office Staff</b>	<ul style="list-style-type: none"> <li>○ Maintain inventory.</li> <li>○ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>○ Ensure redundancy of records is kept at a different physical location.</li> <li>○ Secure classroom equipment, books, and materials in advance.</li> <li>○ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li> <li>○ Retrieve, collect, and maintain personnel data.</li> <li>○ Provide accounts payable and cash management services.</li> </ul>
<b>Counselors, Social Workers, and School</b>	<ul style="list-style-type: none"> <li>○ Establish academic and support services for students and staff/faculty.</li> </ul>

<b>Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>○ Implement additional response and recovery activities according to established protocols</li> </ul>
<b>Nutrition Service / Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>○ Determine how food services will resume.</li> </ul>

To implement the COOP procedures:

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

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

#### **IV. PROCEDURES**

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

##### **A. Activation and Relocation**

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

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

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

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## C. Relocation Sites

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

## D. Alternate Facilities and Strategy

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

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

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

## E. Interoperable Communications/Backup Sites

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

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

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

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

## **G. Human Capital Management**

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

## **H. Reconstitution**

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

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

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## **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

### **I. PURPOSE**

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

### **II. SCOPE**

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident

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impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this appendix. Additional advice will be sought from outside psychologists and mental health experts.

### **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

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

### **IV. SPECIALIZED PROCEDURES**

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

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

- ☐ Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- ☐ Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- ☐ Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- ☐ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- ☐ Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

#### **Hospital/Funeral Arrangements**

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from

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school.

- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

### **Post-Incident Procedures**

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

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# Hazard and Threat-Specific Procedures

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## Appendix A

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

#### I. PURPOSE

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

#### II. SCOPE

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

#### III. CORE FUNCTIONS

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

The school intercom acts as a warning system to notify staff / faculty and students in case of imminent or confirmed severe storms and flooding,

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including that due to levee failure. If there is a loss of power, cell phones, a compressed air horn or megaphone and two-way radios will serve as backup alerting / communication devices.

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

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

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

## **B. Activating the EOP**

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

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

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

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

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

### **3. Staff Actions**

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

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

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

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## Appendix B

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# TECHNOLOGICAL HAZARDS: CHEMICAL SPILL / FIRE

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## I. PURPOSE

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

## II. SCOPE

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

## III. CORE FUNCTIONS

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

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

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

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

- ☐ Shelter-in-Place

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

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

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

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

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

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

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

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

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

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- ☐ Give the “all clear” signal after the threat has passed.
  - ☐ Determine whether school will be closed or remain open.
  - ☐ Document all actions taken.

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

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

## **3. Staff Actions**

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

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

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

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

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the school community:

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

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

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

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

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

- ☐ Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- ☐ Review procedures with staff if needed.
- ☐ Implement the internal and external communications plan.

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- ☐ Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
  - ☐ Notify relocation centers and determine an alternate relocation center if necessary.
  - ☐ Implement additional procedures as instructed by the Incident Commander.
  - ☐ Take appropriate action to safeguard school property.
  - ☐ Document all actions taken.

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

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

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## Appendix C

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# HUMAN-CAUSED HAZARDS: INTRUDER / TERRORISM

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## I. PURPOSE

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

## II. SCOPE

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

## III. CORE FUNCTIONS

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

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

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

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

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

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

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

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

## **B. Activating the EOP**

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

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

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

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- authorities have determined that it is safe to do so.
- ☐ Give the “all clear” signal after the threat has passed.
  - ☐ Determine whether school will be closed or remain open.
  - ☐ Document all actions taken.

## **2. Staff Actions**

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

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

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

### **COMPREHENSIVE SCHOOL SAFETY PLAN**

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

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## **Comprehensive School Safety Plan**

### **I. Purpose**

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

### **II. Scope**

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

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

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

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

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

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

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

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

#### Plan Approval

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

#### Public Hearings

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

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

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

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

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

**V. School Safety Planning Committee**

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

Principal or the Principal's designee  
Three Certificated Teachers  
One Classified Employee  
Three Parents  
One Fire Department Employee  
One Special Education Teacher

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

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

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

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

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

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

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

### **Component 1**

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

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

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

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

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

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

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

### **Staff Expertise / Diversity**

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

### **Physical Health and Concerns**

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

---

## Component 2

# The Schools Physical Environment

### School Location

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

### School Grounds

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

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

### School Buildings and Classrooms

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

### Internal Security Procedures

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

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

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

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### Component 3

## The School's Social Environment

### Leadership

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

### School Site Management

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

### Classroom Organization and Structure

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

### Discipline

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

### Participation and Involvement

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

---

## Component 4

# The School's Culture

### **Affiliation and Bonding**

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

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

### **Behavioral Expectations**

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

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

### **Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will conference with their child's teacher's during October and as needed during the school year. Parents will be notified in person, by phone, notes home, and/or email by the teacher to discuss any academic changes and/or student needs as necessary. Athletic and extra-curricular activities for students will be encouraged, but a balance with meeting academic standards will be the priority expectation.

### **Support and Recognition**

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

---

# Crisis Response Plan

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

---

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



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

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



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# FIRE ALARM

## STANDARD RESPONSE PROTOCOL (SRP)

### SIGNAL: EVACUATE, EVACUATE

#### ADMIN/DESIGNEES

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

#### TEACHER

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

#### OFFICE STAFF

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

#### CUSTODIANS

- report to admin. for further direction

#### OTHER SUPPORT STAFF/CLASSIFIED

- report other to admin. for further directions

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

#### Exit Routines:

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

#### Procedure:

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

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

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

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# EARTHQUAKE

## STANDARD RESPONSE PROTOCOL (SRP)

### SIGNAL: SHELTER - EVACUATE

#### ADMIN/DESIGNEE

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

#### TEACHER

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

#### OFFICE STAFF

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

#### CUSTODIANS

- report to admin. for further direction

#### SUPPORT STAFF/OTHER CLASSIFIED

- report to admin. for further directions

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

#### EVACUATE:

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

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

#### ASSEMBLY FIELD:

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

#### ASSEMBLY:

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

#### LUNCH:

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

#### PASSING PERIOD:

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

#### RELEASE OF STUDENTS:

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

#### DROP DRILL:

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

---

## CHEMICAL SPILL

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: LOCKDOWN OR EVACUATE

##### ADMIN/DESIGNEE

-Determines course of action and notifies teachers  
-call emergency services for direction

##### TEACHER

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

##### OFFICE STAFF

-shut doors/windows  
-check with admin for phone statement

##### CUSTODIANS

-shut off power as directed by admin.  
-report to admin. for further direction

#### SUPPORT STAFF/OTHER CLASSIFIED

-report to admin for further direction

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

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

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

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

## BOMB THREAT

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

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

##### Ask the caller:

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

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

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

---

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

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

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

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

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

Estimate the caller's age:

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

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

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

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

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

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

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

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

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

#### ADMIN/DESIGNEE

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

#### TEACHER

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

#### OFFICE STAFF

- same as fire drill

#### CUSTODIANS

- Report to admin/designee for further directions

#### OTHER CLASSIFIED

- report to admin. for further directions

---

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

A. Procedure followed:

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

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

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

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

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

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

F. If parents must be called:

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

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

**SIGNAL: LOCKDOWN**

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

---

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

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

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

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

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

## **FLOOD**

A. Immediate Danger to (District Office)

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

2. Flood Threat (Close School Procedure)

## **MISSING STUDENT**

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

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

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

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

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

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

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

## **MISSING STUDENT DURING A DRILL**

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

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

C. All call on PA system.

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

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

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

### **ADMIN/DESIGNEE**

-with Superintendent's direction  
initiates procedure

-initiates sign-out process

-monitors holding areas

### **TEACHER**

-take students to designated areas:

-TK-3<sup>rd</sup> gr. Sankey Park-3<sup>rd</sup> St.  
and Webster St.as situation  
dictates

TK-3<sup>rd</sup> gr. -coordinates bus pick-up

-supervise class until released by  
Admin./Designee

-release student to parent/  
person with authorization form.

### **OFFICE STAFF**

-assist checking out students,  
-bring check out materials and  
set up check out stations:

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

### **CUSTODIAN/CLASSIFIED/SUPPORT STAFF:**

-report to Admin./Designee

---

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

A. All students remain in classrooms (during recess or lunch recess, TK-3rd to their classrooms)

Parents notified by office staff to pick up students.

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

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

### **Needed at Checkout Station**

Table, chairs

Emergency cards

Sign-out sheets, pens

### **Check Out**

Melissa Slocum

Counselor

Jim

### **Calling Parents**

ToniAnn -AM

Rosemary

Carmen

Abel -PM

### **Runners/Calling classroom**

Yard Duty-Christina,

Cindy, Natalii

Alyssa

(\*\*Para's for all three areas bet. 8:00-11:45)

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

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

### **Goals**

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

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

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

---

**Initial Actions to be Taken****Principal**

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

**District Staff**

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

**Superintendent**

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

**Actions to be Taken****Principal**

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

**Emergency Staff Meeting – First Day**

---

**Principal**

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

**Teachers**

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

**Building Crisis Consultant**

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

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

**DURING THE FIRST DAY**

1. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.

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

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

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

## **AFTER SCHOOL STAFF MEETING**

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

## **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following

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

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

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

#### **CRISIS CONSULTANT**

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

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

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

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

#### **FAMILY LIAISON**

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

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services.

### **ADDITIONAL NOTES**

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

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

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

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

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

#### **Disaster Procedures**

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

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

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

#### **Procedures to Notify Teachers of Dangerous Pupils**

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

#### **Sexual Harassment**

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

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

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

**Safe Routes to School**

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

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

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

**Rules and procedures on school discipline**

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

**DISTRICT DISCIPLINE PLAN****II. DISCIPLINE PURSUANT TO THE EDUCATION CODE**

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

ED CODE	OFFENSE	DISCIPLINARY ACTION: 1st OFFENSE	DISCIPLINARY ACTION: 2nd OFFENSE	DISCIPLINARY ACTION: ADDITIONAL OFFENSE
§48900 (c)	<b><u>Alcohol:</u></b> Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	Cumulative 4 yrs.
*§48900 (d)	<b><u>Alcohol/Drug Sale:</u></b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		

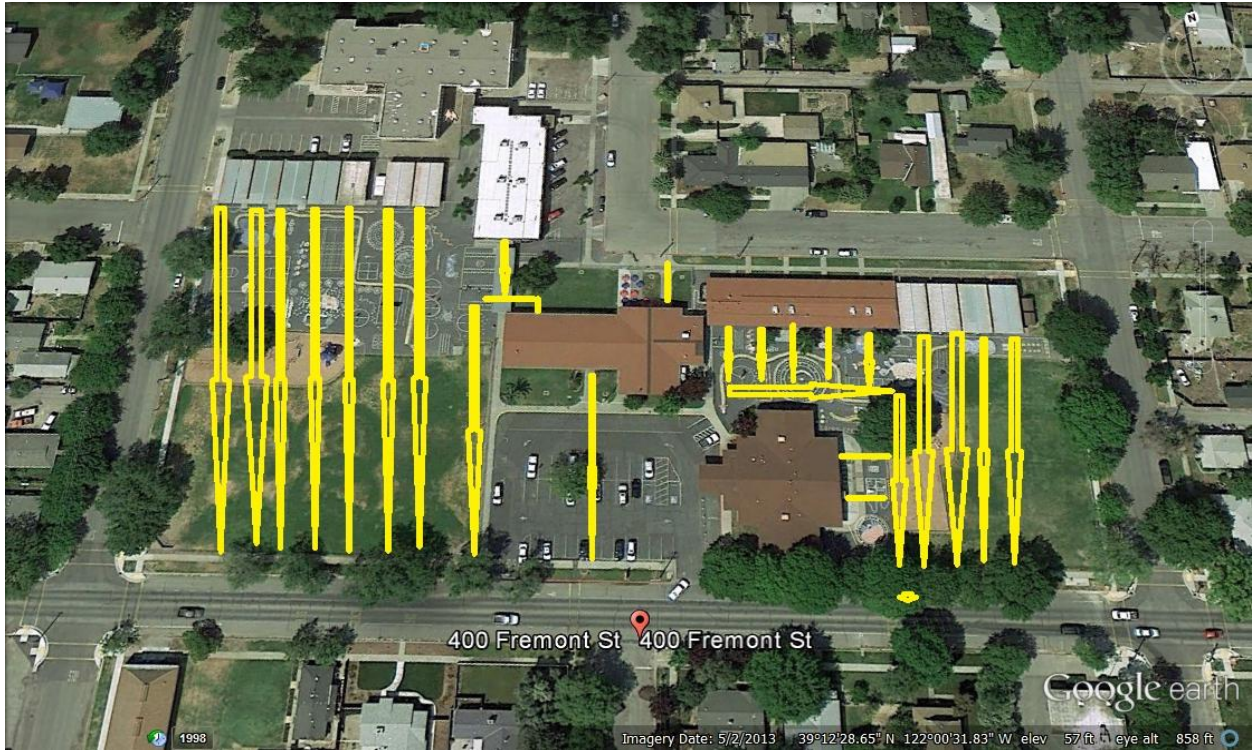
*§48900 (a) §48900.3 §48900.4 §48915(a)(1) §48915 (a)(5)	<b><u>Assault/Battery:</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)(2)	<b><u>Brandishing a Knife:</u></b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b><u>Bullying/Cyberbullying:</u></b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation. This does include a post on a social network Internet Web site.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible expulsion recommendation for expulsion.
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects:</u></b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance:</u></b>  Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	3 documented warnings (including parent notification, detentions, referrals, extended day).	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion.
§48900 (j)	<b><u>Drug Paraphernalia Sale:</u></b>  Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.

*§48900 (c) §48900 (j) §48915 (a)(3)	<b><u>Drugs:</u></b>  Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b><u>Fighting/Physical Contact:</u></b>  Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b><u>Harassment:</u></b>  Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.3	<b><u>Hate Violence:</u></b>  Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm:</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (i)	<b><u>Profanity:</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)( §48915(a)(4)	<b><u>Robbery:</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion.

	from an individual by force or threat.)			Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b> Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2 §48900 (n)	<b><u>Sexual Harassment:</u></b> Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (g)	<b><u>Theft:</u></b> Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> may lead to recommendation for expulsion.
§48900 (h) §48901	<b><u>Tobacco:</u></b> Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1 day ISS/OSS; parent notification	2-3 day ISS/OSS; required parent conference; referral to appropriate program.	5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.

§48900 (f)	<p><b><u>Vandalism:</u></b></p> <p>Caused or attempted to cause damage to school property or private property.</p>	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.
§48900 (o)	<p><b><u>Witness/Harassment:</u></b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.</p>	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.

# Burchfield Primary School Evacuation Map



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## **Appendix E Egling Middle School CSSP**

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### **COMPREHENSIVE SCHOOL SAFETY PLAN**

Egling Middle School  
813 Webster Street  
Colusa, CA 95932  
530.458.7631

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    - r. Rules and Procedures on School Discipline (Ed Code 35291-35291.5)

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# Comprehensive School Safety Plan

## **I. Purpose**

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

## **II. Scope**

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

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

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

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

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

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

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

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

### Plan Approval

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

### Public Hearings

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

It is in the intent of the regulation that schools use existing resources to develop the Plan.

The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

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

A seven step planning process has been used to guide the school safety-planning committee in

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addressing the components of the safe school model. The steps are as follows:

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

**V. School Safety Planning Committee**

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

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

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

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

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

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

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

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment

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- Component 3 – The Schools Social Environment
  - Component 4 – The Schools Cultural Environment

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

### **Component 1**

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

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

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

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

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

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

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

### **Staff Expertise / Diversity**

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

### **Physical Health and Concerns**

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

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## Component 2

# The Schools Physical Environment

### School Location

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

### School Grounds

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

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

### School buildings and Classrooms

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

### Internal Security Procedures

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

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

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

## The School's Social Environment

### **Leadership**

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

### **School Site Management**

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

### **Classroom Organization and Structure**

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

### **Discipline**

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

### **Participation and Involvement**

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

## The School's Culture

### **Affiliation and Bonding**

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

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

### **Behavioral Expectations**

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

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

### **Academic Expectation**

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

### **Support and Recognition**

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

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



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

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



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# Crisis Response Plan

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

## FIRE ALARM

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE, EVACUATE

##### ADMIN/DESIGNEE

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

##### TEACHER

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

##### OFFICE STAFF

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

##### CUSTODIANS

- report to admin. for further direction

##### OTHER CLASSIFIED

- report other to admin. for further directions

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

#### **Exit Routines:**

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

#### **Procedure:**

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

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

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

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# **EARTHQUAKE**

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

### **SIGNAL: SHELTER - EVACUATE**

#### **ADMIN/DESIGNEE**

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

#### **TEACHER**

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

#### **OFFICE STAFF**

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

#### **CUSTODIANS**

- report to admin. for further direction

#### **OTHER CLASSIFIED**

- report to admin. for further directions

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

#### **EVACUATE:**

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

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

#### **ASSEMBLY FIELD:**

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

#### **ASSEMBLY:**

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

#### **LUNCH:**

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

#### **PASSING PERIOD:**

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

#### **RELEASE OF STUDENTS:**

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

#### **DROP DRILL:**

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.

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

### **SIGNAL: LOCKDOWN OR EVACUATE**

#### **ADMIN/DESIGNEE**

-Determines course of action  
and notifies teachers  
-call emergency services  
for direction

#### **TEACHER**

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

#### **OFFICE STAFF**

-shut doors/windows  
-check with admin for  
phone statement

#### **CUSTODIANS**

-shut off power as  
directed by admin.  
-report to admin. for  
further direction

#### **OTHER CLASSIFIED**

-report to admin for further direction

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

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

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

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

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

### **SIGNAL: EVACUATE**

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

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

#### **Ask the caller:**

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

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

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

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

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

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

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

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

Estimate the caller's age:

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

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

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

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

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

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

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

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

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

#### ADMIN/DESIGNEE

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

#### TEACHER

- evacuate class
- bring:**
- roll book
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students
- remain with class pending further direction

#### OFFICE STAFF

- same as fire drill

#### CUSTODIANS

Report to admin/designee for further directions

#### OTHER CLASSIFIED

-report to admin. for further directions

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

### A. Procedure followed:

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

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

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

designates a staff member to notify classes to move to:

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

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

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

F. If parents must be called:

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

# DANGEROUS PERSON

## STANDARD RESPONSE PROTOCOL (SRP)

## SIGNAL: LOCKDOWN

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

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

### **SIGNAL: LOCKDOWN**

A. THE SIGNAL is LOCKOUT.

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

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

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

### **FLOOD**

A. Immediate Danger to (District Office)

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

2. Flood Threat (Close School Procedure)

### **MISSING STUDENT**

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

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

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

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

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

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

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

A. Runner notifies secretary.

B. Secretary notifies Administrator or Designee.

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

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

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

#### **ADMIN/DESIGNEE**

-with Superintendent's direction

initiates procedure

-initiates sign-out process

-coordinates bus pick

-monitors holding areas

#### **TEACHER**

-take students to designated areas:

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

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

-up hallway if raining

-supervise class until released by

Admin./Designee

-release student to parent

person with authorization form.

#### **OFFICE STAFF**

-assist checking out students,

-bring check out materials and

set up station:

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

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

Park by Scout Cabin or back

or entrance to District Office)

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

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

-report to Admin./Designee

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

Parents notified by office staff to pick up students.

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

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

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Needed at Checkout Station

Table, chairs

Student Lists

Check Out

Paraeducator

Elia

Sally

Cuca

Calling

Stephanie AM

Barbara

Teissa

Paige

Runners

Noon Duty

Sue

Yard Duty

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

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

#### **Goals**

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

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

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

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

##### **Principal**

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

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**District Staff**

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

**Superintendent**

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

**Actions to be Taken****Principal**

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

**Emergency Staff Meeting – First Day****Principal**

1. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
2. Allow staff expression of grief.
3. Outline plans for the day.
4. Classes and all related activities will follow normal schedule. It may be necessary to extend homeroom to process with students.
5. During homeroom principal will read a statement over the PA and/or teachers will read identical statements to their homeroom classes.
6. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.

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7. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
  8. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
  9. Any and all questions from the media should be redirected to the Media Liaison.
  10. Hold an end of the day staff meeting to debrief, update and make further plans.

### **Teachers**

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

### **Building Crisis Consultant**

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

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

### **DURING THE FIRST DAY**

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

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8. Identify all students / staff of great concern. Contact parents of the students.

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

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

## **AFTER SCHOOL STAFF MEETING**

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

## **DAY OF FUNERAL**

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

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

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

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## **CRISIS CONSULTANT**

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

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

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

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

## **FAMILY LIAISON**

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

## **ADDITIONAL NOTES**

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

1. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
2. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is

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generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.

3. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

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

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

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

#### **Disaster Procedures**

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

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

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

#### **Procedures to Notify Teachers of Dangerous Pupils**

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

#### **Sexual Harassment**

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

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

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

#### **Safe Routes to School**

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

#### **Appendix H**

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

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

##### **Rules and procedures on school discipline**

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

## DISTRICT DISCIPLINE PLAN

### I. DISCIPLINE PURSUANT TO THE EDUCATION CODE

(ISS = In School Suspension /OSS = Out of School Suspension)

\* = MANDATORY EXPELLABLE OFFENSES

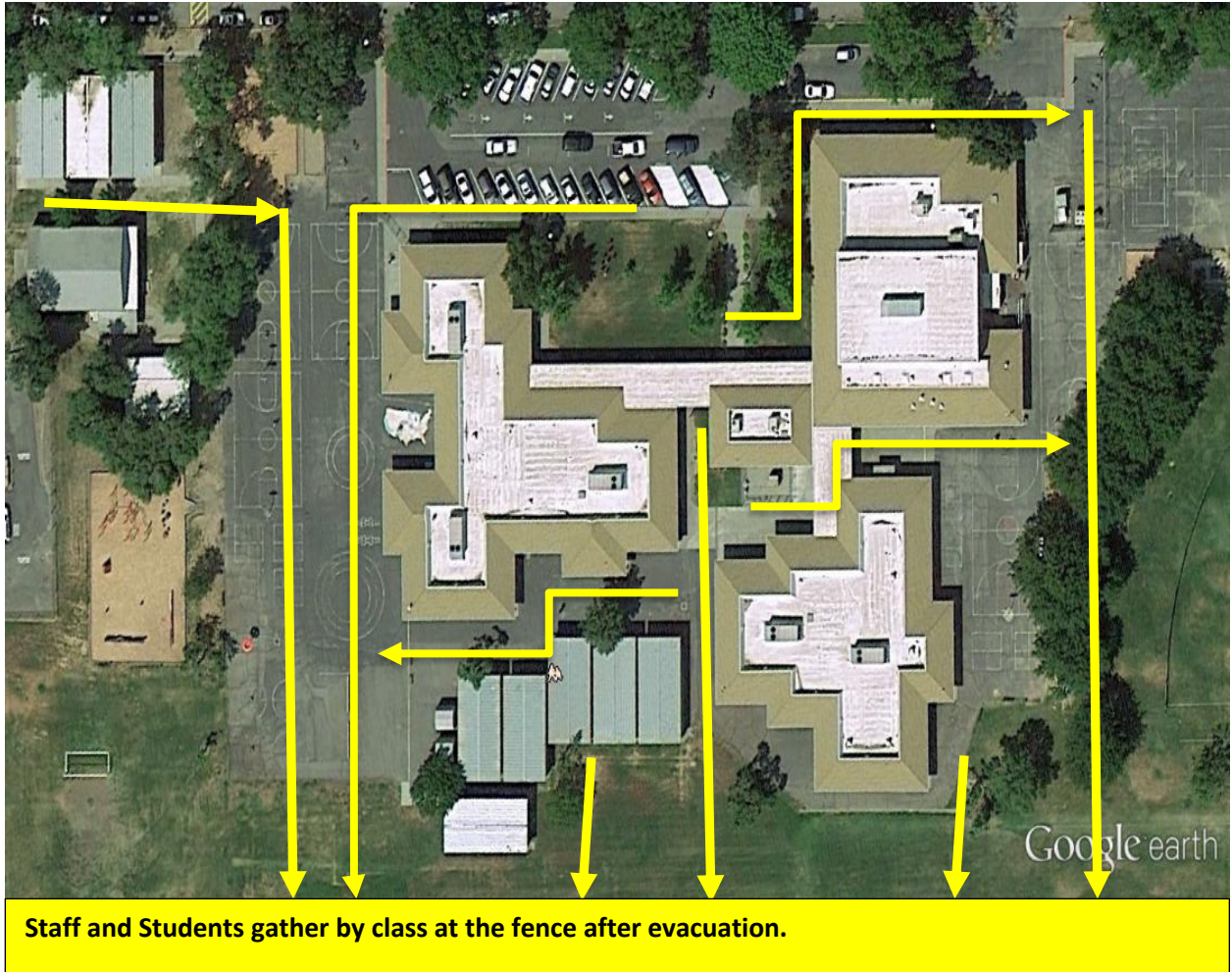
ED CODE	OFFENSE	DISCIPLINARY ACTION: 1st OFFENSE	DISCIPLINARY ACTION: 2nd OFFENSE	DISCIPLINARY ACTION: ADDITIONAL OFFENSE
§48900 (c)	<b><u>Alcohol:</u></b> Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS; Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required. Behavior Contract.	Cumulative 4 yrs.
*§48900 (d)	<b><u>Alcohol/Drug Sale:</u></b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
*§48900 (a) §48900.3 §48900.4 §48915(a)(1) §48915 (a)(5)	<b><u>Assault/Battery:</u></b> Caused, attempted to cause, or threatened to cause physical injury to another person. Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference. 5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)(2)	<b><u>Brandishing a Knife:</u></b> Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b><u>Bullying/Cyberbullying:</u></b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe	5 day OSS; required parent conference; police notification required; possible

	intimidation. This does include a post on a social network Internet Web site.		offense.	expulsion recommendation for expulsion.
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects:</u></b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance:</u></b>  Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	3 documented warnings (including parent notification, detentions, referrals, extended day).	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion.
§48900 (j)	<b><u>Drug Paraphernalia Sale:</u></b> Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48900 (c) §48900 (j) §48915 (a)(3)	<b><u>Drugs:</u></b>  Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b><u>Fighting/Physical Contact:</u></b>  Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b><u>Harassment:</u></b>  Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.

§48900.3	<b><u>Hate Violence:</u></b>  Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm:</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (i)	<b><u>Profanity:</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)(l)  §48915(a)(4)	<b><u>Robbery:</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n)  *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2  §48900 (n)	<b><u>Sexual Harassment:</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.

§48900 (h) §48901	<b><u>Tobacco:</u></b>  Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1 day ISS/OSS; parent notification	2-3 day ISS/OSS; required parent conference; referral to appropriate program.	5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.
§48900 (f)	<b><u>Vandalism:</u></b>  Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.
§48900 (o)	<b><u>Witness/Harassment:</u></b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.
§48900 (g)	<b><u>Theft:</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required.  <b>Repeated violations or actions</b> may lead to recommendation for expulsion.

# Egling Middle School Evacuation Map



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

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### **COMPREHENSIVE SCHOOL SAFETY PLAN**

Colusa High School  
901 Colus Avenue  
Colusa, CA 95932  
530.458.2156



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# Comprehensive School Safety Plan

- I. **Purpose**

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

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

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

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

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

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

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

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

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

#### Plan Approval

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

#### Public Hearings

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

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

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

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

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

### **V. School Safety Planning Committee**

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

Principal or the Principal's designee

Three Certificated Teachers

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One Classified Employee  
Three Parents  
One Fire Department Employee  
One Special Education Teacher

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

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

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

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

VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus.

VIII. In the action plan each component lists a safe school element and a planning strategy and goal.

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

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

**Component 1**

**Personal Characteristics of Students and Staff**

**Ethnic / Cultural Diversity of Students**

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

**Life Experiences of Students and Staff**

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

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

In conjunction with our District Attorney's Office all students are provided with internet safety training for students in grades 9<sup>th</sup> through 12<sup>th</sup>. The Colusa Probation Department facilitates our Girls' Circle and Boys' Council.

**Staff Expertise / Diversity**

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

**Physical Health and Concerns**

Educational programs will include nutrition, alcohol and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students. The Colusa County office of Education provides the Students Working Against Tobacco for all of our students.

**Component 2**

## **The School's Physical Environment**

**School Location**

Colusa High School is located on Colus Avenue. CHS has a very open campus that has multiple openings to the school. Efforts have taken place in the past to fence some aspects of the school but ultimately the cost and practicality of this endeavor has proven to be too difficult.

**School Grounds**

Colusa High School's campus has undergone recent upgrades including interior and

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exterior lighting, new asphalt, trip hazards removed, ADA compliant sidewalks and access points and ADA compliant restrooms.

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

#### **School buildings and Classrooms**

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

#### **Internal Security Procedures**

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

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

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

### **Component 3**

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

#### **Leadership**

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

#### **School Site Management**

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

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appropriate.

### **Classroom Organization and Structure**

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

### **Discipline**

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

### **Participation and Involvement**

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

## **Component 4**

# **The School's Culture**

### **Affiliation and Bonding**

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

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

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**Behavioral Expectations**

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

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

**Academic Expectation**

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

**Support and Recognition**

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

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## Crisis Response Plan

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



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Football Field Home Bleachers Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to Parking Lots.
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockdown! Locks, Lights, Out of Sight!
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to nearest permanent 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 [jmk@iloveguys.org](mailto:jmk@iloveguys.org) | <http://iloveguys.org>**

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

## **FIRE ALARM**

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

#### **SIGNAL: EVACUATE, EVACUATE**

##### **ADMIN/DESIGNEE**

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

##### **TEACHER**

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

##### **OFFICE STAFF**

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

##### **CUSTODIANS**

- report to admin. for further direction

##### **OTHER CLASSIFIED**

- report other to admin. for further directions

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

#### **Exit Routines:**

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

#### **Procedure:**

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

**During Lunch:** Teachers go to football field with roll books to assemble their class. All students are led to the football field to meet with their teachers.

**Passing Period and Recess:** During passing periods, students assemble on the football field to meet with subsequent teachers.

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# **EARTHQUAKE**

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

### **SIGNAL: SHELTER - EVACUATE**

#### **ADMIN/DESIGNEE**

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

#### **TEACHER**

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

#### **OFFICE STAFF**

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

#### **CUSTODIANS**

- report to admin. for further direction

#### **OTHER CLASSIFIED**

- report to admin. for further directions

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

#### **EVACUATE:**

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

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

#### **Football FIELD:**

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

#### **ASSEMBLY:**

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

#### **LUNCH:**

If an earthquake should occur during lunch, administrators will order the students to duck and cover. Admin will instruct the student body to report to their 5<sup>th</sup> period teachers on the football field. All teachers must report to the football field and follow steps under "Football Field" and "Release of Students."

#### **PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to the football field. Students must locate and report to their teacher.

#### **RELEASE OF STUDENTS:**

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

#### **DROP DRILL:**

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

\*Roll books should be taken to the assembly.

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## CHEMICAL SPILL

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: LOCKDOWN OR EVACUATE

##### ADMIN/DESIGNEE

-Determines course of action and notifies teachers  
-call emergency services for direction

##### TEACHER

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

##### OFFICE STAFF

-shut doors/windows  
-check with admin for phone statement

##### CUSTODIANS

-shut off power as directed by admin.  
-report to admin. for further direction

#### OTHER CLASSIFIED

-report to admin for further direction

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

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

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

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

## BOMB THREAT

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

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

##### Ask the caller:

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

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

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

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

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

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

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

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

Estimate the caller's age:

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

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

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

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

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

Excited	Office machinery
Female	Factory machinery
Laughter	
Lisp	
Loud	
Male	

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

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

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

#### ADMIN/DESIGNEE

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

#### TEACHER

- evacuate class
- bring:**
- roll book
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students
- remain with class pending further direction

#### OFFICE STAFF

- same as fire drill

#### CUSTODIANS

Report to admin/designee for further directions

#### OTHER CLASSIFIED

-report to admin. for further directions

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

#### A. Procedure followed:

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

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

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

1. Football Field
2. Boy's soccer field

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

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

F. If parents must be called:

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

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

**SIGNAL: LOCKDOWN**

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

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

**SIGNAL: LOCKDOWN**

A. THE SIGNAL is LOCKOUT.

B. Quad Area- when the dangerous stranger alarm sounds, depending on the situation students in the quad need to sit down immediately on the ground or evacuate the area.

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

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

## **FLOOD**

A. Immediate Danger to (District Office)

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

## MISSING STUDENT

- A. When a child is reported missing, the person receiving the call must notify the principal or assistant principal.
- B. Note the time of the report and get a description of what the child was wearing.
- C. Call all of the pull-out program instructors (Special Ed, ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.
- D. Check the classrooms and restrooms to be sure the student is not on campus.
- E. The principal or assistant principal may drive around the school area and check local businesses.
- F. The secretary will call the parents and the police will be notified.

## MISSING STUDENT DURING A DRILL

- A. Runner notifies secretary.
- B. Secretary notifies Administrator or Designee.
- C. Administrator/Designee assigns staff member to confirm absence and report back.
- D. If student not found, authorities and parents notified.

## SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF
-with Superintendent's direction initiates procedure	-take students to designated areas: -football field	-assist checking out students, -bring check out materials and set up station: -football field
-initiates sign-out process	-up hallway if raining	
-coordinates bus pick	-supervise class until released by Admin./Designee	
-monitors holding areas	-release student to parent person with authorization form.	-(See staffing and procedures below for on-campus checkout)

CUSTODIAN/CLASSIFIED:  
-report to Admin./Designee

- A. All students remain in classrooms  
Parents notified by office staff to pick up students.
- B. Parents pick up students at check-out area designated (in front of office or cafeteria/gym). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).
- C. Runners will notify teachers to release students or teachers will be notified over intercom.

<u>Needed at Checkout Station</u>	<u>Check Out</u>	<u>Calling</u>	<u>Runners</u>
Table, chairs	Principal	Administrative Asst.	
Student Lists	Asst. Principal	Counseling Office Administrative Asst.	
	Counselor	Career Center Technician	
	Attendance Clerk		

---

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

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

### Goals

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

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

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

### Initial Actions to be Taken

#### Principal

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

#### District Staff

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

#### Superintendent

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

- 
3. Fact sheet for the teachers.

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

##### **Principal**

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

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

##### **Principal**

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

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**Teachers**

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

**Building Crisis Consultant**

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

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

**DURING THE FIRST DAY**

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

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

1. Extra support staff available to meet with students and staff especially those considered "At Risk".

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

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

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

#### **DAY OF FUNERAL**

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

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

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

#### **CRISIS CONSULTANT**

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

1. Reviews and makes recommendations concerning the crisis plan before a crisis.
2. Attends a crisis meeting
3. Attends and presents information and suggestions at staff meetings.

- 
4. In conjunction with the principal helps to conduct the parent / student / community meetings.

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

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

#### **FAMILY LIAISON**

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

#### **ADDITIONAL NOTES**

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

1. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
2. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
3. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs.

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Anticipatory grieving does not replace grieving at the time of death that will also occur.

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

**Child Abuse Reporting Procedures**

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

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

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

**Procedures to Notify Teachers of Dangerous Pupils**

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

**Sexual Harassment**

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

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

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

**Safe Routes to School**

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

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

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

**Rules and procedures on school discipline**

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

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**Colusa High School**

**DISCIPLINE PLAN**

**DISCIPLINE PURSUANT TO THE EDUCATION CODE**

ISS = In School Suspension

OSS = Out of School Suspension

ED CODE	OFFENSE	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:
		1st OFFENSE	2nd OFFENSE	ADDITIONAL OFFENSES
§48900  (c)	<b><u>Alcohol</u></b>  Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.
*§48900  (d)	<b><u>Alcohol/Drug Sale</u></b>  Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		

ED CODE	OFFENSE	DISCIPLINARY ACTION:	DISCIPLINARY ACTION:	DISCIPLINARY ACTION: ADDITIONAL OFFENSES
		1st OFFENSE	2nd OFFENSE	
§48900 (a) §48900. §48900. §48915 (a) (1) §48915 (a) (5)	<b><u>Assault/Battery</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)	<b><u>Brandishing a Knife</u></b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects</u></b>  Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		

*§48900	<b><u>Disruption/Defiance</u></b>  (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	1-5 ISS/OSS or alternative means of correction; required parent conference.	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.
§48901.	<b><u>Disruptive Devices</u></b>  Possession of disruptive devices (cell phones, radios or unapproved communication devices) without prior approval.	Confiscate device and return to student at the end of the day; 1 hour detention	Parent notification; confiscate device and return to student at the end of the day; Saturday School	Confiscate device and return to student at the end of the day; Parent notification; Saturday School/1-5 ISS
§48900	<b><u>Dress Code Violation</u></b>	Warning; Change into appropriate attire	1 hour of detention; Parent notification regarding 3 <sup>rd</sup> offense	Saturday School/ISS
§48900	<b><u>Drug Paraphernalia Sale</u></b>  (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48915	<b><u>Drug Sale</u></b>  (c) Unlawfully Selling a Controlled Substance	5 day OSS  Mandatory expulsion; required parent conference; mandatory police report.		Cumulative 4 yrs.

§48900 (c) §48900 (j) §48915 (a) (3)	<b><u>Drugs</u></b>  Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900.	<b><u>Harassment</u></b>  Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required;  Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required;  Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.	<b><u>Hate Violence</u></b>  Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.

§48900 (i)	<b><u>Profanity</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	Warning or alternative means of correction.	1 hour detention; Parent Notification	Saturday School or ISS; Parent Notification.
§48900 (k)	<b><u>Recording a Fight</u></b>	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification
§48900 (r. 1, 2 )	<b><u>Bullying Including Cyberbullying</u></b>	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (e) §48900 (g) §48900 (l) §48915 (a) (4)	<b><u>Robbery</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required.  Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(4)	<b><u>Sexual Assault/Battery</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
<b>* = MANDATORY EXPELLABLE OFFENSES</b>				
<b>ED CODE</b>	<b>OFFENSE</b>	<b>DISCIPLINARY ACTION:  1st OFFENSE</b>	<b>DISCIPLINARY ACTION:  2nd OFFENSE</b>	<b>DISCIPLINARY ACTION: ADDITIONAL OFFENSES</b>

§48900.	<b><u>Sexual Harassment</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900  (l)	<b><u>Stolen Property</u></b>  Knowingly received stolen school property or private property.	1-5 day ISS/OSS and required parent conference; restitution; police notification	1-5 day OSS and required parent conference; police notification	5 day OSS. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.
§48900  (g)	<b><u>Theft</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.

§48900  (h)  §48901	<b><u>Tobacco</u></b>  Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.
§48340	<b><u>Truancy</u></b>  Cutting class/truancy (on campus).	2 hours of detention; student conference with administration; parent notification	2 <sup>nd</sup> and 3 <sup>rd</sup> Offense: Saturday School, student conference with administration, parent notification	4 <sup>th</sup> Offense: 1-3 days of ISS, student conference with administration, parent notification
§48900  (f)	<b><u>Vandalism</u></b>  Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.
§48900  (o)	<b><u>Witness/Harassment</u></b>  Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.

#### **DISCIPLINE PURSUANT TO SCHOOL SITE RULES**

Penal Code §148.1	<b><u>Bomb Threat</u></b>  False bomb report	5 day OSS; recommended expulsion; required parent conference; mandatory police report.		
	<b><u>Cheating</u></b>  <b><u>Teacher Enforced</u></b>	Warning; Administrative communication;	Detention; parent conference;	Extended detention; possible ISS
	<b><u>Plagiarism</u></b>  <b><u>Administration Enforced</u></b>	ISS; 0 points, Parent Notification	1-5 days Extended ISS; 0 points; Parent Notification	1-5 days OSS and parent notification
	<b><u>Closed Campus</u></b>  Violation of closed campus policy.	Saturday School/ISS; required parent notification.	ISS or alternative; required parent notification.	1-3 days ISS/OSS; required parent notification.
	<b><u>Detention</u></b>  Failure to serve detention	Saturday School	1 day ISS or Saturday School, parent notification.	2 days ISS or Saturday School and parent notification.
Penal Code §148.4	<b><u>False Fire Alarm</u></b>	1-5 days ISS/OSS; required parent conference; mandatory Fire Marshall report.	1-5 days OSS; Possible recommendation for expulsion; parent conference; mandatory police/Fire Marshall report.	
	<b><u>Gambling</u></b>	1 day ISS/OSS or alternative means of correction; parent notification.	2 day ISS/OSS; required parent conference.	3 day ISS/OSS; required parent conference.

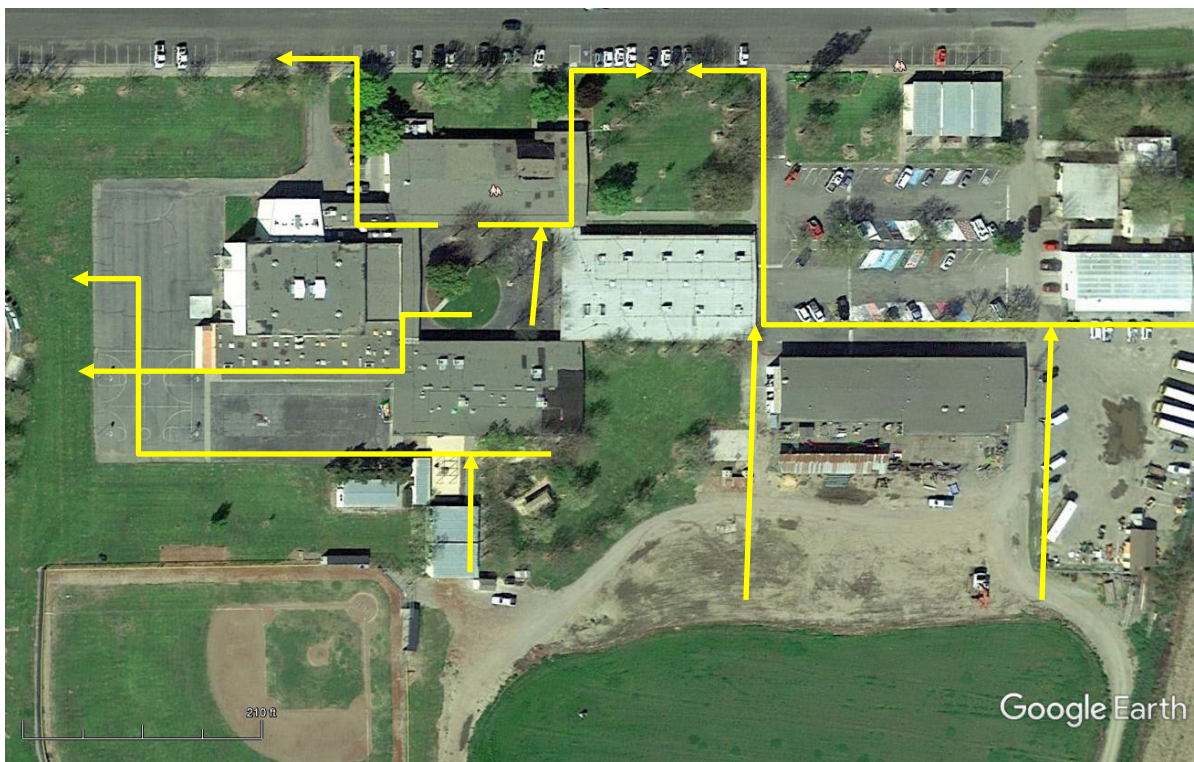
	<b><u>Physical Contact</u></b>  Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference;	1-5 day OSS; required parent conference;
	<b><u>Saturday School</u></b>  Failure to serve Saturday School.	1 day ISS and/or additional Saturday School; Parent notification.	1-3 days ISS and/or Saturday School; Parent notification.	1-5 days ISS and/or Saturday School; Parent notification.

	<b><u>Incendiary Device</u></b>  Possession of firecrackers, cigarette lighter/matches, pepper spray or other materials capable of causing a fire.  Use of firecrackers, cigarette lighter/matches, or other materials capable of causing a fire.	1-5 day ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.	3-5 days ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.	5 days ISS/OSS, parent and police notification; confiscate device.  1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.
	<b><u>Forgery</u></b>  Falsification of documentation.	1 day ISS/OSS or alternative means of correction; parent notification.	2 days ISS/OSS; parent conference required.	3 days ISS/OSS; parent conference required.
	<b><u>NETWORK POLICY</u></b>  <b><u>Violation of Network Acceptable Use Policy</u></b>	Loss of school wide computer privileges for 2 WEEKS	Loss of school wide computer privileges for 6 WEEKS	Loss of school wide computer privileges for REMAINDER OF SCHOOL YEAR.

**\* = MANDATORY EXPELLABLE OFFENSES**

Repeated referrals: Any student accumulating **8 or more referrals** during a school year will be referred to the Student Study Team for remediation and Behavior Contract or possible alternative placement.

# Colusa High School Evacuation Map



# **In an Emergency**

**Say it twice. Say it twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
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! Evacuate to south parking lot when shaking is over
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@iloveuguyss.org](mailto:jk@iloveuguyss.org) | <http://iloveuguyss.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.**

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

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

Caller's Voice	Background Sounds:	Threat Language:
Accent	Animal Noises	Incoherent
Angry	House Noises	Message read
Calm	Kitchen Noises	Taped
Clearing throat	Street Noises	Irrational
Coughing	Booth	Profane
Cracking voice	PA system	Well-spoken
Crying	Conversation	
Deep	Music	
Deep breathing	Motor	
Disguised	Clear	
Distinct	Static	
Excited	Office machinery	
Female	Factory machinery	
Laughter		
Lisp		
Loud		
Male		

Other Voice Characteristics:

Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.
4. If Evacuation is announced:
  - a) The fire alarm bell will be sounded by the Administration.
  - b) Students are to leave the room by single file.
  - c) Students are to stay together and go to designated area.
  - d) Last person out of the room is to turn off the lights and shut the door. (DO NOT LOCK THE DOOR)
  - e) Teacher is to take roll book.
  - f) Teacher is to take students to designated area and immediately take roll.

- 
- g) Teacher is to have a written list of students that are not accounted for and their possible location.
  - h) Teacher is to remain with class until the duration of the event.
  - i) Students are not to leave class/group at any time.
5. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

## **CHEMICAL SPILL**

### **In the event a chemical spill occurs in the vicinity of CUSD Offices:**

1. All staff and students are to remain in the offices / classroom unless ordered to evacuate.
2. Close all doors, windows and shut off air and/or heating system. (Do not lock door.)
3. The school's power may be shut down, if deemed necessary. (Don't panic.)
4. Only use the telephone for communication with authorities directly in charge of event.

### **In the event a chemical spill occurs within the classroom or building:**

1. Staff and students are to stay away from material spill. (Do not touch, step in, or track material.)
2. Staff and students should cover/close their mouths and noses with their shirt or a garment.
3. Staff and students are to leave the room by single file.
4. Staff and students are to stay together and go to designated emergency evacuation area.
5. Teacher is to notify Administration of spill.
6. **LOCK** the room where the spill occurred.
7. Teacher is to take roll book.
8. Teacher is to take students to designated area and immediately take roll.
9. Teacher is to have a written list of students who are not accounted for and their possible location.
10. Teacher is to remain with class for the duration of the event.
11. Students are not to leave class/group at any time.
12. A runner from the Administration will gather rolls.
13. Once the event/drill has been completed the teacher will be notified verbally and then the students will be escorted back to the classroom.

## **CRIME IN PROGRESS IN VICINITY OF SCHOOL/ POTENTIAL DANGER / WILD ANIMAL NEARBY**

Administrator will:

1. Send runners to announce Lockout! Secure the perimeter.
2. Staff should lock the door to the office / classroom. (Close any hallway doors.)
3. Staff pulls the shades/curtains in the office / classroom.
4. Students are not to be allowed to leave classroom during event.
5. Staff shall notify administration of any stranger seen on or around campus.

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6. Do not use telephone except for calling administrators.
  7. Runners will be used to notify building of an “all clear”.

## **EARTHQUAKE PROCEDURES**

Staff and Students are to **drop** to the floor and climb under a desk, **hold** and **cover** their head at the first sign of an earthquake.

1. After the initial shock has subsided, staff and students are to evacuate the building in a single file line.
2. Staff and Students are to stay together and go to designated area, if safety permits.
3. Last person out of the room is to turn off the light and shut the door. (DO NOT LOCK THE DOOR.)
4. Teacher is to take roll book.
5. Teacher is to take students to designated area and immediately take roll.
6. Teacher is to have a written list of students who are not accounted for and their possible location.
7. Teacher is to remain with class through the duration of the event.
8. Students are not to leave class/group at any time.
9. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

## **FIRE ALARM**

### **ADMIN/DESIGNEE**

--initial signal  
--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.”

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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.

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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.***

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## EMERGENCY CONTACT LIST

Unless otherwise stated, all phone numbers have a 530 area code.

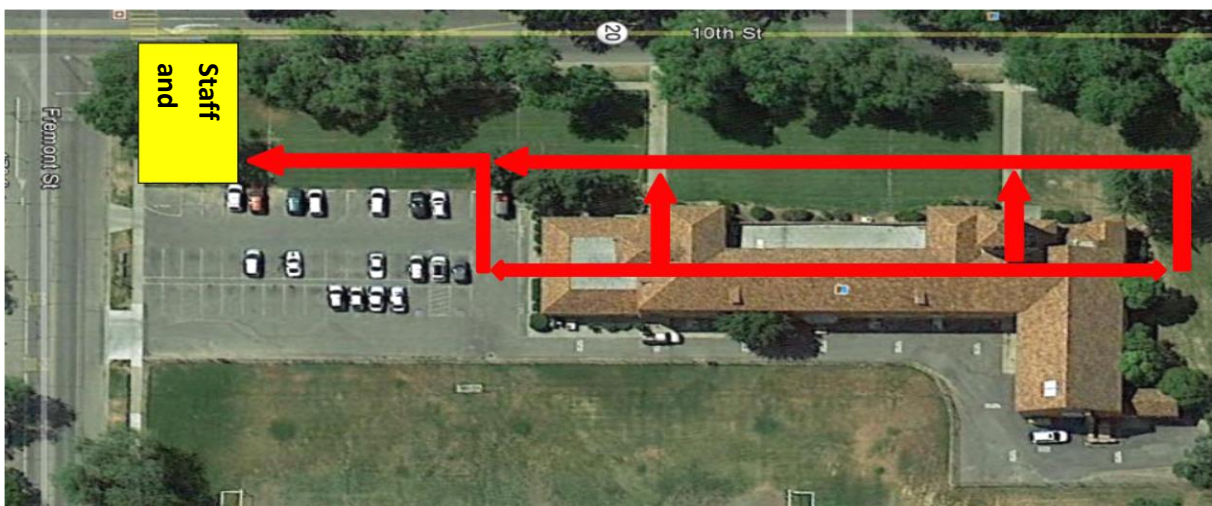
### ***School District Resources***

District security	Colusa Police Department	458-7777 / 911
Health services	Andrea Uhlenkott, 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



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## Appendix H: Standard Reunification Protocol [\(Return to Table of Contents\)](#)



### Colusa County Fairgrounds CUSD Emergency Parent / Student Reunification Procedure

If the need for a mass reunification arises:

1. CUSD staff calls fairgrounds CEO and informs them. Designated CUSD staff member acts as liaison between Fairgrounds staff and Incident Commander.
2. Fairgrounds staff shut and lock all gates except designated vehicle entry / exit points. Any parents who have arrived in advance should be directed to wait in parking areas.
3. Fairgrounds staff unlock doors to designated buildings.
4. CUSD personnel arrive at fairgrounds with pre-made reunification kits, tents, chairs, tables, etc. and set up.
5. CUSD personnel staff the designated vehicle entry and exit points as well as parent contact tables. They will also control parent access and direct parent foot traffic.
6. Official announcement released to public directing parents to Fairgrounds for reunification. (PD, SO, CHP direct traffic flow and assist with site security as designated by Incident Commander - direct parent traffic into designated parking areas, help maintain order at designated points.)
7. CUSD staff implement Standard Reunification Method - students safely returned to parent/guardian custody, and families' needs met.
8. When reunification is complete, actions operate in reverse to return Fairgrounds to regular operations.

Phone Numbers:
----------------

530.434.0178 Dwayne Newman

CUSD Superintendent

530.701.2311 Jamie Lay

CUSD Maintenance, Operations and Transportation Director

925.595.4761 or 530.458.2641 ext. 101 for Fairgrounds CEO: 530.458.2641 ext. 106 for Alternate

Colusa County Fairgrounds CEO

530.936.4532 Tony Enos

Colusa County Fairgrounds Maintenance Director

## References:

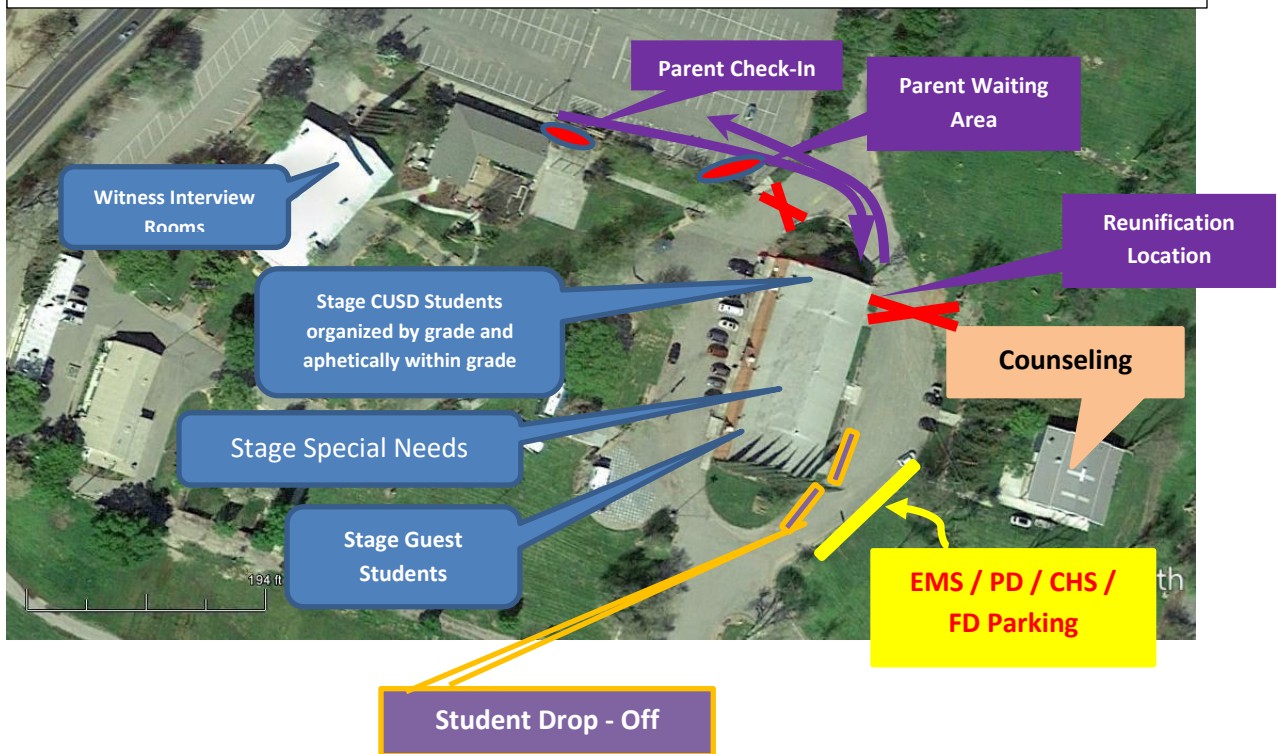
Standard Reunification Method:

[http://iloveguys.org/srm\\_guide.html](http://iloveguys.org/srm_guide.html)

Standard Response Protocol:

<http://iloveguys.org/srp.html>

# CUSD Parent / Student Reunification Plan



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# Appendix I Public Information Procedures

[\(Return to Table of Contents\)](#)

## Public Information Officer Responsibilities

### During the incident

- ☐ Keep updated on response activities, both at the DO and off-site programs/departments and the individual schools within the district
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of EOC Director/IC for all press releases/statements (*\*see Guidelines for Speaking to the Media*)
- ☐ Remind staff and volunteers to refer all questions from parents and/or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Section Activity Log
- ☐ Arrange for the translation of announcements and response-related information (*as needed*)
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the EOC Director/IC is aware of all media-related incidents

### After incident is over:

- ☐ Release PIO staff and volunteers when directed by EOC Director/IC
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- ☐ Sign out with Liaison Officer and leave contact information in case you need to be reached

### Equipment Needed:

- ☐ District Emergency Plan
- ☐ Vest and/or ID badge
- ☐ Hard hat/safety equipment
- ☐ AM/FM Radio (w/batteries)
- ☐ Walkie talkie/FRS
- ☐ Clipboard and paper
- ☐ Pens/Sharpies/Dry Erase Markers
- ☐ Scotch tape/masking tape/duct tape
- ☐ Scissors
- ☐ Site maps and regional/neighborhood maps
- ☐ List of Media Contacts
- ☐ Job Description Checklist
- ☐ List of schools within the district and contact information
- ☐ Newsprint or dry erase board and portable easel
- ☐ "Media Here" Sign
- ☐ Sample Press Release
- ☐ Section Activity Log
- ☐ Guidelines for Speaking to the Media
- ☐ Joint Information System for Schools

## Guidelines for Speaking to the Media

When speaking to the media about school related emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on the *current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

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**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: MARCH 1, 2016

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.

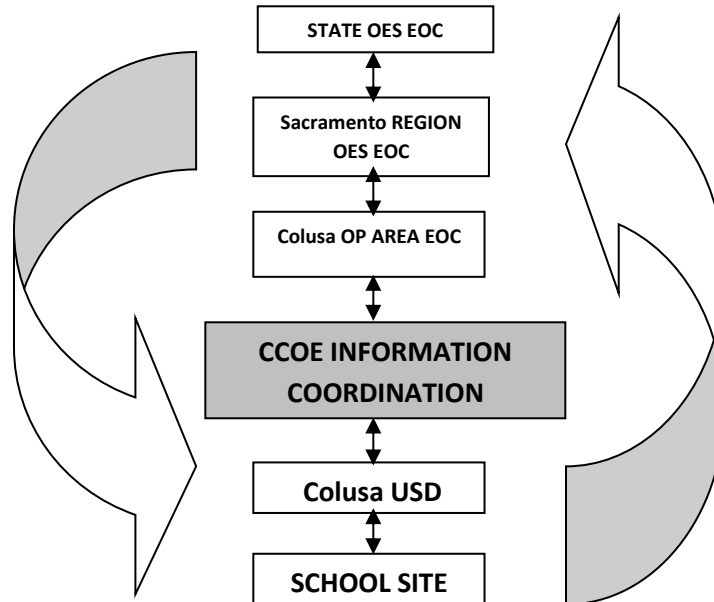
Further details will be provided when available.

Next Scheduled Release: As needed

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# 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.

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## Other Information

[\(Return to Table of Contents\)](#)

# APPENDIX J

## RECORD OF PLAN CHANGES

Change Number	Date Change Approved	Name of person making the Change

## APPENDIX J RECORD OF PLAN DISTRIBUTION

Date	Recipients	Delivery Method

# Colusa USD

## Board Policy

### Contracts

BP 3312

#### Business and Noninstructional Operations

Whenever state law invests the Governing Board with the power to enter into contracts on behalf of the district, the Board may, by a majority vote, delegate this power to the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Board. (Education Code 17604) The Superintendent is authorized by the Board to sign contracts which obligate the district to less than ~~\$5,000~~ **\$20,000.00** and the Chief Business Official is authorized to sign contracts which obligate the district to less than ~~\$1,000~~ **\$10,000.00**.

(cf. 3300 - Expenditures and Purchases)  
(cf. 3314 - Payment for Goods and Services)  
(cf. 3400 - Management of District Assets/Accounts)

All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.

(cf. 2121- Superintendent's Contract)  
(cf. 4312.1 - Contracts)  
(cf. 9124 - Attorney)

When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement. (Government Code 12990)

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

The district shall not enter into a contract that prohibits a school employee from disparaging the goods or services of the contracting party. (Education Code 35182.5)

#### Contracts for Non-Nutritious Foods or Beverages

Effective July 1, 2007, the district or a district school shall not enter into or renew a contract for the sale of foods that do not meet the nutritional standards specified in Education Code 49431 or 49431.2 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises. (Education Code 49431, 49431.2)

(cf. 3554 - Other Food Sales)

In accordance with the dates specified in law, the district or a district school shall not enter into or renew a contract for the sale of beverages that do not meet the nutritional standards in Education Code 49431.5 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises.

Before the district or a district school enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

1. Control procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

(cf. 3100 - Budget)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

In addition, the contract may specify whether contractor logos are permitted on district facilities, including but not limited to scoreboards and other equipment. If such logos are permitted, the contractor shall present the equipment to the Board as a gift. The gift may be accepted by the Board in accordance with Board policy and administrative regulation.

(cf. 3290 - Gifts, Grants and Bequest)

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may involve parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

(cf. 1220 - Citizen Advisory Committees)

2. Prior to ratifying the contract, the Board shall designate the specific programs and

activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fund-raising activities.

(cf. 1230 - School-Connected Organizations)

(cf. 1321 - Solicitation of Funds from and by Students)

The contract shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(cf. 3311 - Bids)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious food until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled board meeting or as otherwise authorized by Education Code 35182.5. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

(cf. 9322 - Agendas/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

(cf. 5030 - Student Wellness)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

(cf. 1340 - Access to District Records)

#### Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

(cf. 9320 - Meetings and Notices)

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(cf. 0440 - District Technology Plan)

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

(cf. 1325 - Advertising and Promotion)

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.
5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

14505 Provisions required in contracts for audits

17595-17606 Contracts

35182.5 Contract prohibitions

45103.5 Contracts for management consulting service related to food service

49431-49431.5 Nutritional standards

##### CODE OF CIVIL PROCEDURE

685.010 Rate of interest

##### GOVERNMENT CODE

12990 Nondiscrimination and compliance employment programs

53260 Contract provision re maximum cash settlement

53262 Ratification of contracts with administrative officers

##### LABOR CODE

1775 Penalties for violations

1810-1813 Working hours

**PUBLIC CONTRACT CODE**

4100-4114 Subletting and subcontracting fair practices

7104 Contracts for excavations; discovery of hazardous waste

7106 Noncollusion affidavit

20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder

20104.50 Construction Progress Payments

22300 Performance retentions

**UNITED STATES CODE, TITLE 20**

1681-1688 Title IX, discrimination

**Management Resources:**

**CSBA PUBLICATIONS**

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

**WEB SITES**

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

California Association of School Business Officials: <http://www.casbo.org>

**Policy COLUSA UNIFIED SCHOOL DISTRICT**

adopted: September 15, 2009 Colusa, California

revised: October 21, 2014

# CSBA Sample

## Board Policy

### Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0420(a)

#### SCHOOL PLANS/SITE COUNCILS

The Governing Board believes that comprehensive planning ~~that is aligned with the district's local control and accountability plan (LCAP)~~ is necessary at each school, in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0415 - Equity)*

*(cf. 0450 - Comprehensive Safety Plan)*

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

Each district school that participates in specified ~~one or more state and/or federal and/or state~~ categorical programs ~~funded through the state's consolidated application process pursuant to Education Code 64000~~ shall establish a school site council in accordance with Education Code ~~52852~~ **65000-65001**, ~~and the accompanying administrative regulation to develop, review, and approve school plans. For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan, unless otherwise prohibited by law. (Education Code 64001)~~

~~For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 64001)~~

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1431 - Waivers)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6171 - Title I Programs)*

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

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

~~As appropriate, a school may incorporate any other school program into the SPSA. (Education Code 64001)~~

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all **applicable** programs **included**, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. ~~He/she~~ **The Superintendent or designee** shall also ensure ~~that specific actions included in the district's LCAP are consistent~~ **consistency between the specific actions included in the district's local control and accountability plan and with** the strategies identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA **and whenever there are** any **subsequent** material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. ~~The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding.~~ (Education Code 64001)

~~Whenever~~ **If** the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council **or committee**. The school site council **or committee** shall then revise and resubmit the SPSA to the Board for its approval. (Education Code ~~52855~~ **64001**)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the **school** site council.

**(cf. 0500 - Accountability)**

**Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)**

**(cf. 1312.3 - Uniform Complaint Procedures)**

*Legal Reference:*

**EDUCATION CODE**

52-53 *Designation of schools*

33133 *Information guide for school site councils*

35147 *Open meeting laws exceptions*

**41540-41544 Targeted instructional improvement block grants**

52060-52077 *Local control and accountability plan*

52176 **English learner a** *Advisory committees*

~~52852 School site councils~~

~~54000-54028 Educationally Disadvantaged Youth Programs~~

~~54425 Advisory committees (compensatory education)~~

56000-56867 *Special education*

64000 *Categorical programs included in consolidated application*

64001 ~~Single s~~ *School plan for student achievement, consolidated application programs*

**65000-65001 School site councils**

**CODE OF REGULATIONS, TITLE 5**

3930-3937 *Compliance plans*

**4600-4670 Uniform complaint procedures**

**11308 English learner advisory committees**

**UNITED STATES CODE, TITLE 20**

**6303 School improvement**

6311 *State plan*

~~6312 Title I local educational agency plans~~

**6314 Schoolwide programs; schoolwide program plan**

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students

7101-7122 Student Support and Academic Enrichment Grants

7341-7355c Rural Education Initiative

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, ~~Single Plan for Student Achievement:~~  
~~<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>~~

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

WestEd: <http://www.wested.org>

(8/13 7/15) 12/18

## Administrative Regulation

### Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0420(a)

### SCHOOL PLANS/SITE COUNCILS

#### School Site Councils

Each school **that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001** shall have a school site council composed of the following: (Education Code ~~52852~~ **65000**)

1. The principal **or designee**
2. **Classroom t** Teachers **at the school**, selected by the **school's classroom** teachers **at the school**
3. Other school personnel **who are not teachers**, selected by the **school's** other personnel **at the school who are not teachers**
4. ~~Parent/guardian representatives, who may include~~ Parents/guardians of students attending the school and/or **other members of the** community ~~members~~, selected by **the** parents/guardians of students attending the school
5. If the school is a secondary school, students attending the school selected by other ~~such~~ **secondary** students

**(cf. 0450 - Comprehensive Safety Plan)**

Half of the school site council membership shall consist of school staff **in the categories listed in items #1-3 above**, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians **and/or community members representatives**. For a secondary school site council, the remaining half shall be ~~equal numbers of~~ parents/guardians, **community members, and/or representatives and** students. (Education Code ~~52852~~ **65000**)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code ~~52852~~ **65000**)

Note: The method of selecting members of school site councils is not specified in law, except that members must be chosen by peers as noted above. No additional membership qualifications may be required. ~~The CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council~~ suggests that the selection process may be addressed in Board policy or in bylaws of the school site council. The following **optional** paragraph may be revised to reflect district practice.

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination **and equity**.

*(cf. 0415 - Equity)*

~~School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 54425; 5 CCR 3932)~~

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

*(cf. 1220 - Citizen Advisory Committees)*

### **Single School Plan for Student Achievement**

~~Any district school that shall participate in any state or federal categorical program specified in Education Code 64000, on an ongoing basis shall have a~~ **The** school site council which shall **develop** ~~approve~~ and annually review and update ~~a single plan for student achievement (SPSA)~~ **an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000**. If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code 64001)

*(cf. 1431 - Waivers)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6171 - Title I Programs)*

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

*(cf. 6184 - Continuation Education)*

The SPSA shall be developed with the review, ~~advice, and~~ certification, **and advice of the school English learner advisory committee, if required.** ~~any applicable school advisory committees.~~ (Education Code 64001)

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

~~Such groups may include,~~ **Other school and district committees, including,** but ~~are~~ not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP); ~~advisory committees established for English learner and special education programs;~~ **and Western Association of Schools and Colleges leadership teams, may also be consulted on the content of the plan.;** ~~district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.~~

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

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

~~The SPSA shall be aligned with the district's LCAP and school goals for improving student achievement. School goals shall be based on an analysis~~ **Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data identified pursuant to law, and consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school** ~~may consider any other data developed by the district to measure student achievement~~ **outcomes.** (Education Code ~~52062,~~ 64001)

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

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

The SPSA shall, ~~at a minimum~~ **include all of the following:** (Education Code 64001)

- ~~1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by law~~
- ~~2. Identify the means of evaluating the school's progress toward accomplishing those goals~~
- ~~3. Identify how state and federal law governing the categorical programs will be implemented~~
- 1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment**
- 2. Evidence-based strategies, actions, or services**
- 3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying**

**resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable**

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

~~In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:~~

- ~~1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.~~

~~Note: To measure the effectiveness of the school's current instructional program, as provided in item #2 below, the CDE's publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council recommends a number of state tools available on the CDE web site, including, but not limited to, the Academic Program Survey, District Assistance Survey, Inventory for School Services, and English Learner Subgroup Self Assessment. In addition, the California School Climate Survey and California Healthy Kids Survey, available on WestEd's web site, are recommended to help assess the need for support services.~~

- ~~2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.~~
- ~~3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.~~

~~Note: The CDE has developed a budget planning tool to assist schools with projecting the estimated expenditures of their SPSA goals against the school's allocations from the consolidated application. The budget planning tool is available on the CDE's web site and is included in the publication A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council.~~

- ~~4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.~~

The school site council ~~or other schoolwide group~~ shall approve the proposed SPSA at a meeting for which public notice has been posted. **Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted and then submit the SPSA to the Governing Board for review and approval at a regularly scheduled Board meeting.** (Education Code 35147, 64001)

The school site council ~~or other schoolwide group~~ shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to

the Board, school site council, ~~advisory committees,~~ and other interested parties regarding progress toward school goals.

The school site council ~~or other schoolwide group~~ may amend the SPSA at any time **through the same process required for the annual update of the plan.** ~~Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.~~

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# Board Policy

## Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0450(a)

### COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3515 - Campus Security)*

*(cf. 3515.2 - Disruptions)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 3515.7 - Firearms on School Grounds)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5131.4 - Student Disturbances)*

***(cf. 5131.41 - Use of Seclusion and Restraint)***

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

*(cf. 5136 - Gangs)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

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

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

#### **OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)**

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

#### **OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)**

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)  
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

### **Public Access to Safety Plan(s)**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

**The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)**

#### *Legal Reference:*

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

~~35294.10 35294.15 School Safety and Violence Prevention Act~~

**41020 Annual audits**

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

##### **GOVERNMENT CODE**

**54957 Closed session meetings for threats to security**

##### PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

##### CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

##### CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

##### UNITED STATES CODE, TITLE 20

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools  
UNITED STATES CODE, TITLE 42  
12101-12213 Americans with Disabilities Act

*Management Resources:*

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, ~~October~~ rev. 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

*Management Resources: (continued)*

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

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

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

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## **Administrative Regulation**

### **Philosophy, Goals, Objectives, and Comprehensive Plans**

AR 0450(a)

### **COMPREHENSIVE SAFETY PLAN**

#### **Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement, **the local fire department, and other first responders** in the writing and development of the comprehensive school

safety plan. When practical, the school site council~~also~~ shall **also** consult with other school site councils and safety committees. (Education Code 32281, 32282)

*(cf. 0420 - School Plans/Site Councils)*

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

*(cf. 1220 - Citizen Advisory Committees)*

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

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

*(cf. 1230 - School-Connected Organizations)*

4. A representative of each teacher organization at the school

*(cf. 4140/4240/4340 - Bargaining Units)*

5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

*(cf. 1700 - Relations Between Private Industry and the Schools)*

### **Content of the Safety Plan**

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

*(cf. 0500 - Accountability)*

*(cf. 0510 - School Accountability Report Card)*

The plan ~~also~~ shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-**11174.3**

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

*(cf. 6159 - Individualized Education Program)*

- b. An earthquake emergency procedure system in accordance with Education Code 32282

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

*(cf. 3516.3 - Earthquake Emergency Procedure System)*

- c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

*(cf. 1330 - Use of School Facilities)*

*(cf. 3516.1 - Fire Drills and Fires)*

*(cf. 3516.2 - Bomb Threats)*

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 3543 - Transportation Safety and Emergencies)*

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts **which that** would lead to suspension, expulsion, or mandatory expulsion recommendations

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

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

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

*(cf. 4158/4258/4358 - Employee Security)*

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

*(cf. 5132 - Dress and Grooming)*

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

*(cf. 5142 - Safety)*

8. A safe and orderly school environment conducive to learning

*(cf. 5137 - Positive School Climate)*

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

*(cf. 5144 - Discipline)*

**10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions**

Among the strategies for providing a safe environment, the **school-comprehensive** safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, **social and emotional learning**, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

~~(cf. 1020 - Youth Services)~~

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

*(cf. 5136 - Gangs)*

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

*(cf. 5116.1 - Intradistrict Open Enrollment)*

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515 - Campus Security)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 5112.5 - Open/Closed Campus)*

*(cf. 5131.5 - Vandalism and Graffiti)*

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

*(cf. 5141.52 - Suicide Prevention)*

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

*(cf. 3515.2 - Disruptions)*

14. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

*(cf. 3515.5 - Sex Offender Notification)*

*(cf. 5131.4 - Student Disturbances)*

***(cf. 5131.41 - Use of Seclusion and Restraint)***

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

*(cf. 1112 - Media Relations)*

*(cf. 9010 - Public Statements)*

- f. Development of a method for the reporting of violent incidents
- g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

- 15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

- 16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

*(cf. 3510 - Green School Operations)*

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

*(cf. 3514.2 - Integrated Pest Management)*

## Board Policy

### Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

#### LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions **which are aligned with the district budget** and ~~to~~ facilitate continuous improvement of district practices.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

***(cf. 0415 - Equity)***

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and **two** subsequent ~~two~~ fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

*(cf. 3100 - Budget)*

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula **(LCFF)**. (Education Code 42238.02)

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

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

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

*Numerically significant student subgroups* include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, ~~or as otherwise defined by the Superintendent of Public Instruction (SPI)~~. (Education Code 52052)

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

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

The Superintendent or designee shall review the **single school** plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that

the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

*(cf. 0420 - School Plans/Site Councils)*

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)*

BP 0460(c)

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**

*(cf. 0440 - District Technology Plan)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 6171 - Title I Programs)*

*(cf. 7110 - Facilities Master Plan)*

**As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)**

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

*(cf. 1220 - Citizen Advisory Committees)*

(cf. 4140/4240/4340 - Bargaining Units)  
(cf. 6020 - Parent Involvement)

## **Public Review and Input**

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include **at least one** parents/guardians of **an** unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners **to review and comment on the LCAP**. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

**The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)**

**(cf. 0430 - Comprehensive Local Plan for Special Education)**

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

## Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. **(Education Code 52062)**

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

## Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, **the district budget, and the LCFF budget overview for parents/guardians,** the Board shall file the LCAP, **the budget, and the budget overview** with the County Superintendent of Schools. (Education Code **42127, 52064.1,** 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

**If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)**

## Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by **him/her the Superintendent** and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

*(cf. 0500 - Accountability)*

## Technical Assistance/Intervention

~~When it is in the best interest of the district,~~ **At its discretion,** the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in ~~the identification of~~ **identifying** district strengths and weaknesses in regard to state priorities, **which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local**

**data, and review of in identifying** effective, evidence-based programs **or practices** that **address any areas of weakness** apply to the district's goals

2. Assistance from an academic, **programmatic, or fiscal** expert, **or** team of **academic experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, or**  
**another school districts, county offices of education, or charter schools, to provide such assistance. in the county in identifying and implementing effective programs to improve the outcomes for student subgroups.**
3. ~~Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074~~

**If the County Superintendent offers the district technical assistance in the event that one or more the district's numerically significant student subgroups are identified based on performance criteria established pursuant to Education Code 52064.5, the Board shall provide the County Superintendent timely documentation of the district's completion of activities listed in items #1-2 above, maintain regular communication with the County Superintendent, and take all necessary steps to ensure district compliance with other requirements specified in Education Code 52071.**

**If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)**

~~In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.~~

If the SPI identifies the district as needing intervention **pursuant to Education Code 52072**, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: **(Education Code 52072)**

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

*Legal Reference:*

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

**41320-41322 Emergency apportionments**

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Numerically significant student subgroups

**52059.5 Statewide system of support**

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning ~~pilot~~ program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

**60811.3 Assessment of language development**

64001 Single plan for student achievement

99300-99301 Early Assessment Program

**WELFARE AND INSTITUTIONS CODE**

**300 Dependent child of the court**

CODE OF REGULATIONS, TITLE 5

15494-15497 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

**The California School Dashboard and Small Districts, October 2018**

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

Family Engagement Framework: A Tool for California School Districts, 2014

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

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

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

California School Dashboard: <http://www.caschooldashboard.org>

# Administrative Regulation

## Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0460(a)

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

#### Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) **and annual updates** shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

- a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 3517 - Facilities Inspection)*

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

*(cf. 6011 - Academic Standards)*

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

- c. Parent/guardian involvement **and family engagement**, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

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

*(cf. 6020 - Parent Involvement)*

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

- d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement
- (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that ~~satisfy specified requirements and~~ align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (4) The English learner reclassification rate
- (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (6) The percentage of students who ~~participate in and~~ demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)  
 (cf. 6141.5 - Advanced Placement)  
 (cf. 6162.5 - Student Assessment)  
 (cf. 6162.51 - State Academic Achievement Tests)  
 (cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)  
 (cf. 5147 - Dropout Prevention)  
 (cf. 6146.1 - High School Graduation Requirements)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)  
 (cf. 5144 - Discipline)  
 (cf. 5144.1 - Suspension and Expulsion/Due Process)  
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with

disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

*(cf. 6143 - Courses of Study)*

*(cf. 6159 - Individualized Education Program)*

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Board.

*(cf. 0200 - Goals for the School District)*

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews<sup>s</sup> conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on ~~a school accountability report card~~ **the California School Dashboard**. (Education Code 52060)

~~*(cf. 0510 - School Accountability Report Card)*~~

### **Increase or Improvement in Services for Unduplicated Students**

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how **such** services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

### **Annual Updates**

On or before July 1 of each year, the LCAP shall be updated using the template adopted by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

Note: Pursuant to Education Code 52061, the annual update to the LCAP must include expenditures for specific actions included in the LCAP and expenditures serving unduplicated students. Education Code 52061 requires that the expenditures specified in items #3-4 below be classified in accordance with the California School Accounting Manual.

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

### **Availability of the Plan**

The Superintendent or designee shall **prominently** post the LCAP, and any updates or revisions to the LCAP, and the **LCFF budget overview for parents/guardians** on the **homepage of the** district's web site. (Education Code **52064.1**, 52065)

(cf. 1113 - District and School Web Sites)

(10/15 10/17) 12/18

# Administrative Regulation

## Community Relations

AR 1220(a)

### CITIZEN ADVISORY COMMITTEES

#### Committee Charge

When committees are appointed, committee members shall receive written information **including which includes**, but **is** not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

~~Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)~~

~~(cf. 1240 Volunteer Assistance)~~

~~(cf. 3530 Risk Management/Insurance)~~

#### Committees Subject to Brown Act Requirements

1. Advisory committee established pursuant to Education Code 56190-56194 related to special education

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)

(cf. 7214 - General Obligation Bonds)

- ~~6. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development~~

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

~~(cf. 9130 - Board Committees)~~

~~(cf. 9320 - Meetings and Notices)~~

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

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

~~(cf. 9323 - Meeting Conduct)~~

## Committees Not Subject to Brown Act Requirements

The following committees ~~are exempt from the Brown Act but must~~ **shall** conform with procedural meeting requirements established in Education Code 35147:

- ~~6.~~ **1.** Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development

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

- ~~1.~~ **2.** School site councils established pursuant to Education Code ~~52852 and 64001~~ **65000-65001** to develop and approve a **single school** plan for student achievement

~~(cf. 0420 - School Plans/Site Councils)~~

- ~~2.~~ **3.** District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

~~(cf. 6174 - Education for English Learners)~~

- 3. 4.** School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

*(cf. 6171 - Title I Programs)*

- 4. 5.** Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

*(cf. 6175 - Migrant Education Program)*

- 5. 6.** School committees established pursuant to Education Code 11503 related to parent involvement

*(cf. 6020 - Parent Involvement)*

Meetings of the above councils or committees shall be open to the public. **Any and any** member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a **school site** council **or committee** shall be made available to any member of the public upon request pursuant to the California Public Records Act, **Government Code 6250-6270**. (Education Code 35147; **Government Code 6250-6270**)

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

### **Committees Created by Superintendent**

Committees **that are** created by the Superintendent or designee to advise the administration, **and which** do not report to the Board, **and are not specified in Education Code 35147** are not subject to the requirements of the Brown Act or Education Code 35147.

*(cf. 2230 - Representative and Deliberative Groups)*

# Administrative Regulation

## Business and Noninstructional Operations

AR 3311.1(a)

### UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of ~~\$45,000~~ **\$60,000** or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)
2. Contracts for public projects of ~~\$175,000~~ **\$200,000** or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)
  - a. **The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain further information about the project, and states the time and place for the submission of bids. This notice shall be disseminated by mail, fax, or email to either or both of the following:**
    - (1)** ~~The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work. b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to a~~ **All contractors on the district's a list of qualified contractors maintained by the district** for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due.
    - (2)** ~~In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids to a~~ **All construction trade journals identified pursuant to Public Contract Code 22036.**
  - e. b.** The district shall review the informal bids **that were submitted** and award the contract, except that:
    - (1) If all bids received through the informal process are in excess of ~~\$175,000~~ **\$200,000**, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at ~~\$187,500~~ **\$212,500** or less and the Board determines the district's cost estimate is reasonable.

- (2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.
3. Public projects of more than ~~\$175,000~~ **\$200,000** shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)
  - a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:
    - (1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.
    - (2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

- b. The district shall award the contract as follows:
        - (1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.
        - (2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.
        - (3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

*(cf. 3311 - Bids)*

# Administrative Regulation

## Business and Noninstructional Operations

AR 3543(a)

### TRANSPORTATION SAFETY AND EMERGENCIES

**Cautionary Notice:** Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2018 (SB 840, Ch. 29, Statutes of 2018) extends the suspension of these requirements through the 2018-19 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus. ~~or, if~~ **If** no defect or deficiency ~~was is~~ discovered or reported, **the driver** shall so indicate **on the report**. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

### Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus **designed for carrying more than 16 passengers and the driver, and was** manufactured on or after July 1, 2005 ~~which is designed for carrying more than 16 passengers and the driver~~
2. Is a Type 2 school bus or student activity bus **designed for carrying 16 or fewer passengers and the driver, or for carrying 20 or fewer passengers and the driver if the bus has a manufacturer's vehicle weight rating of 10,000 pounds or less, and was** manufactured on or after July 1, 2004 ~~which meets one of the following criteria:~~
  - a. ~~Is designed for carrying 16 or fewer passengers and the driver~~

- b. ~~Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver~~

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - *Bus Conduct*)

(cf. 5144 - *Discipline*)

## **Fire Extinguishers**

Each school bus shall be equipped with at least one fire extinguisher, located in the driver's compartment, which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

## **Child Safety Alert System**

**In accordance with Vehicle Code 28160, each school bus or student activity bus shall be equipped with an operational child safety alert system at the interior rear of the bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.**

**A student activity bus that does not have a child safety alert system may be used only if all of the following apply: (Vehicle Code 28160)**

- 1. The student activity bus is not used exclusively to transport students.**
- 2. When the student activity bus is used to transport students, the students are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer.**

(cf. 1240 - *Volunteer Assistance*)

- 3. One adult chaperone has a list of every student and adult chaperone, including a school employee, who is on the student activity bus at the time of departure.**

4. The driver has reviewed all safety and emergency procedures before the initial departure, and the driver and adult chaperone have signed a form, with the time and date, acknowledging that the safety plan and procedures were reviewed.
5. Immediately before departure from any location, the adult chaperone shall account for each student on the list of students, verify the number of students to the driver, and sign a form indicating that all students are present or accounted for.
6. After students have exited a student activity bus, and before driving away, the driver shall check all areas of the bus, including, but not limited to, overhead compartments and bathrooms, to ensure that the bus is vacant.
7. The driver shall sign a form with the time and date verifying that all required procedures have been followed.
8. The information required to be recorded pursuant to items #4, 5, and 7 may be recorded on a single form and shall be retained by the district for a minimum of two years.

### **Electronic Communications Devices**

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

### **Safe Bus Operations**

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

### **Unauthorized Entry**

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark

if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

### **Transportation Safety Plan for Boarding and Exiting Buses**

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. ~~Determining if~~ **Determination of whether** students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or, **if applicable**, youth bus

~~Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.~~

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

### **Parental Notifications**

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone

5. Instructions for safely walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

**Student Instruction**

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
  - d. Proper passenger conduct
  - e. Bus evacuation procedures
  - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction

- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

*(cf. 3580 - District Records)*

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

### **Bus Accidents**

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

*Legal Reference:*

**EDUCATION CODE**

39830-39843 *Transportation, school buses*

39860 *Contract for transportation; requirement that student not be left unattended*

51202 *Instruction in personal and public health and safety*

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

415 Definition of motor vehicle

545-546 Definition of school bus and student activity bus

22112 Loading and unloading passengers

23123.5 Use of wireless telephone or communications device while driving; exceptions

23125 Use of wireless telephone prohibited while driving school bus

27316-27316.5 Passenger restraint systems

28160 Child safety alert system

34500 California Highway Patrol responsibility to regulate safe operation of school buses

34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses

34501.6 School buses; reduced visibility

34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations

CODE OF REGULATIONS, TITLE 5

14100-14105 School buses and student activity buses

CODE OF REGULATIONS, TITLE 13

1200-~~1293~~-1294 Motor carrier safety

2480 Airborne toxic control measure; limitation on bus idling

CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 Motor vehicle standards, including school buses

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Passenger Restraints Frequently Asked Questions

WEB SITES

American School Bus Council: <http://www.americanschoolbuscouncil.org>

California Association of School Business Officials: <http://www.casbo.org>

~~American School Bus Council: <http://www.americanschoolbuscouncil.org>~~

California Association of School Transportation Officials: <http://www.castoways.org>

California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tm>

California Highway Patrol: <http://www.chp.ca.gov>

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:  
<http://www.nhtsa.dot.gov>

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# Administrative Regulation

## Classified Personnel

AR 4200(a)

### CLASSIFIED PERSONNEL

#### Exemption from Classified Service

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

*(cf. 4212 - Appointment and Conditions of Employment)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

Individuals hired solely for the following purposes ~~are exempt from~~ **shall not be part of** the classified service: (Education Code 45103)

1. Substitute or short-term employees who are employed and paid for fewer than 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day
2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment
3. Full-time students employed part time
4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district **pursuant to Education Code 51760-51769.5 that**, ~~and which~~ is financed by state or federal funds
- ~~1. Part time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district~~
- 2. 1.** Apprentices
- 3. 2.** Professional experts employed **by the Governing Board or the personnel commission** on a temporary basis for a specific project
- 4. 3.** Full-time students employed part time
- 5. 4.** Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760-**51769.5 that et seq. and which** is financed by state or federal funds

6. ~~Positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 work days or 720 hours in a fiscal year, provided the authorized duties are not those normally assigned to a class of positions in the classified service, are approved by the personnel commission in advance of employment, and a regular classified district employee does not receive a concurrent appointment to such a position~~

### **Restricted Positions**

Persons employed in restricted positions **pursuant to Education Code 45105 or 45108** shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. ~~They~~ **Such persons** shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service, and ~~only upon the subsequent satisfactory completion of~~ **satisfactorily completing** the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

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# Administrative Regulation

Students

AR 5113(a)

## ABSENCES AND EXCUSES

### Excused Absences

**Subject to any applicable limitation, condition, or other requirement specified in law, a**  
**A** student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)

*(cf. 5112.2 - Exclusions from Attendance)*

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the **student's** immediate family (Education Code 48205)

~~, which~~ **Such absence** shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

~~Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)~~

5. Jury duty in the manner provided by law (Education Code 48205)
6. ~~The ill~~ **illness** or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

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

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. ~~Observation~~ **Observance** of a **religious** holiday or ceremony ~~of his/her religion~~

- d. Attendance at religious retreats for no more than four hours per semester
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference **offered by a nonprofit organization on the legislative or judicial process offered by a nonprofit organization**
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

*(cf. 6142.3 - Civic Education)*

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

**Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)**

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

10. ~~To attend his/her~~ **Attendance at a** naturalization ceremony to become a United States citizen. (Education Code 48205)
11. Participation in religious exercises or to receive moral and religious instruction **at the student's place of worship or other suitable place away from school in accordance with district policy, subject to the following conditions:** (Education Code 46014)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

- a. ~~The student's parent/guardian shall provide written consent for the absence.~~
- b. ~~The student shall attend at least the minimum school day~~
- c. ~~The student shall be excused from school for this purpose on no more than four days per school month.~~

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

**Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)**

*(cf. 6112 - School Day)*

12. **Work in the entertainment or allied industry (Education Code 48225.5)**

Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, ~~immediate family shall be defined as~~ means the student's parent/guardian, mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, or sister, **grandparent**, or any **other** relative living in the student's immediate household. (Education Code ~~45194~~, 48205)

#### Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, ~~When a student who has been absent returns to school, he/she shall the~~ **student shall, upon returning to school following the absence,** present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having **charge or** control of the **minor student**, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

**When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.**

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence

- e. Reason for absence

**(cf. 5113.11 - Attendance Supervision)**

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
  - b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

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

### **Parental Notifications**

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
2. Notify students in grades 7-12 and the parents/guardians of all students **enrolled in the district** that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have **his/her** a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. **Such notice shall** and include the full text of Education Code 48205. **in the notice** (Education Code 48980)

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

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6154 - Homework/Makeup Work)*

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**USE OF SECLUSION AND RESTRAINT**

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

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

**Definitions**

*Behavioral restraint* includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

*Mechanical restraint* means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

(cf. 3515.3 - District Police/Security Department)

*Physical restraint* means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

*Prone restraint* means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

*Seclusion* means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

## **Prohibitions**

**Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)**

*(cf. 5144 - Discipline)*

**In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)**

- 1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement**
- 2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room**
- 3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back**
- 4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face**
- 5. Place a student in a facedown position with the student's hands held or restrained behind the student's back**
- 6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others**

## **Limited Use of Seclusion or Restraint**

**Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)**

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

**If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)**

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

## Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be

submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 6159 - Individualized Education Program)

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

## Legal Reference:

### EDUCATION CODE

49001 Prohibition against corporal punishment

49005-49006.4 Seclusion and restraint

56520-56525 Behavioral interventions, students with disabilities, especially:

56521.1 Emergency interventions when behavior poses threat to student or others

56521.2 Prohibited interventions

### GOVERNMENT CODE

6250-6270 California Public Records Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

## Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Restraint and Seclusion: Resource Document, May 2012

### WEB SITES

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

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

## Board Policy

### Students

BP 5141.52(a)

#### SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. ~~To~~ **In an attempt effort** to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, **suicide prevention experts**, local health agencies, mental health professionals, and community organizations.

~~(cf. 1020 - Youth Services)~~

(cf. 1220 - Citizen Advisory Committees)

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

Such measures and strategies shall include, but are not limited to:

Note: Education Code 215, ~~as added by AB 2246 (Ch. 642, Statutes of 2016)~~, **mandates** that the district's policy address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. See the accompanying administrative regulation for additional language fulfilling this mandate. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 may be revised to specify other categories of employees who will receive the training.

BP 5141.52(b)

#### SUICIDE PREVENTION (continued)

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students **in the secondary grades**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: Items #2-7 below reflect **optional** strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

*(cf. 6142.8 - Comprehensive Health Education)*

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

BP 5141.52(c)

## **SUICIDE PREVENTION** (continued)

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), <b>mandates</b> that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.
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As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and

students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

**Note: Pursuant to Education Code 215, as amended by AB 2639 (Ch. 437, Statutes of 2018), boards that serve students in grades 7-12 are required to review, and if necessary update, the district's student suicide prevention policy at least every five years.**

**The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)**

*Legal Reference:*

EDUCATION CODE

215 Student suicide prevention policies

**215.5 Suicide prevention hotline contact information on student identification cards**

**216 Suicide prevention online training programs**

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 **Children's** Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

BP 5141.52(d)

## **SUICIDE PREVENTION (continued)**

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

**National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012**

Preventing Suicide: A Toolkit for High Schools, 2012

**National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012**

WEB SITES

*American Association of Suicidology: <http://www.suicidology.org>*  
*American Foundation for Suicide Prevention: <https://afsp.org>*  
*American Psychological Association: <http://www.apa.org>*  
*American School Counselor Association: <https://www.schoolcounselor.org>*  
*California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>*  
*California Department of Health Care Services, Suicide Prevention Program: <http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>*  
*Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>*  
*National Association of School Psychologists: <https://www.nasponline.org>*  
*National Institute for Mental Health: <http://www.nimh.nih.gov>*  
*Trevor Project: <http://thetrevorproject.org>*  
*U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>*

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## Administrative Regulation

Students

AR 5141.52(a)

### SUICIDE PREVENTION

**Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)**

#### Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students ~~at the secondary level~~. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a **person's student's** suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

7. **Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and District** procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, **including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed**

## **8. District procedures for responding after a suicide has occurred**

### **Instruction**

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

~~(cf. 1020 - Youth Services)~~

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

## Intervention

Note: Education Code 215, ~~as added by AB 2246 (Ch. 642, Statutes of 2016),~~ **mandates** that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, ~~he/she~~ **the staff member** shall promptly notify the principal or school counselor, **who shall implement district intervention protocols as appropriate.**

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when ~~he/she has~~ **there is** reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student **or others within the school community**. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

~~A~~**S**chool employees shall act only within the authorization and scope of **their** ~~his/her~~ credential or license. An employee is not authorized to diagnose or treat mental illness unless ~~he/she is~~ specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether ~~he/she is required~~ **it is necessary**, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school **and determine the need for ongoing support.**

## Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. **He/she The Superintendent or designee** shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not

sensationalize suicide and shall focus on the district's postvention plan and available resources.

*(cf. 1112- Media Relations)*

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

(7/09 3/17) 12/18

# Board Policy

## Students

BP 5144(a)

### DISCIPLINE

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning **and achievement** and **desires to prepare** students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/**guardian** involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

*(cf. 5113.1 - Chronic Absence and Truancy)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.1 - Bus Conduct)*  
*(cf. 5131.2 - Bullying)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*  
*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(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)*  
*(cf. 6164.5 - Student Success Teams)*

School personnel and volunteers shall not allow any disciplinary action taken against a

student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3551 - Food Service Operations/Cafeteria Fund)  
(cf. 3553 - Free and Reduced Price Meals)

**Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)**

**(cf. 5131.41 - Use of Seclusion and Restraint)**

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

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

**(cf. 0415 - Equity)**

(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively **and equitably** implement the disciplinary strategies adopted for district schools, including, but not limited to, **knowledge of consistent** school and classroom management skills **and their consistent application**, effective accountability and positive intervention techniques, and **development of the tools to form** strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school **safety and**

**connectedness to the school community**, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

*Legal Reference:*

EDUCATION CODE

32280-~~32288~~ **32289** School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

**49005-49006.4 Seclusion and restraint**

49330-49335 Injurious objects

49550-~~49562~~ **49564.5** Meals for needy students

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

**UNITED STATES CODE, TITLE 20**

**1400-1482 Individuals with Disabilities Education Act**

**UNITED STATES CODE, TITLE 29**

**794 Section 504 of the Rehabilitation Act of 1973**

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

*Management Resources:*

CSBA PUBLICATIONS

**Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015**

**The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014**

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

**STATE BOARD OF EDUCATION POLICIES**

**01-02 School Safety, Discipline, and Attendance, March 2001**

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

# Administrative Regulation

Students

AR 5144(a)

## DISCIPLINE

### Site-Level Rules

Site-level rules shall be consistent with ~~district~~ **state law and Board** policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

*(cf. 3515.3 - District Police/Security Department)*

5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in **state law**, district discipline policies **and regulations, and**/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

*(cf. 0450 - Comprehensive Safety Plan)*

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

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

### Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when ~~a student's~~ **students'** presence causes a danger to ~~himself/herself~~ **themselves** or others or ~~he/she~~ **they** commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

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

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

*(cf. 6164.5 - Student Success Teams)*

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

*(cf. 6159 - Individualized Education Program)*

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

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

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

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

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

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

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

### **Recess Restriction**

~~A teacher~~ **Teachers** may restrict a student's recess time only when ~~he/she~~ **they** believes that this action is the most effective way to bring about improved behavior. When recess restriction ~~may~~ involves the withholding of physical activity from a student, ~~the~~ **teachers** shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. ~~Teachers~~ **The student's teacher** shall inform the principal of any recess restrictions ~~they~~ imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

### **Detention After School**

Students may be detained for disciplinary reasons **for** up to one hour after the close of the maximum school day, **or until the departure of the school bus to which they have been assigned if applicable.** (5 CCR **307**, 353)

~~If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made.~~ The student shall not be detained unless the principal or designee notifies the parent/guardian.

~~In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)~~

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

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

### **Community Service**

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, ~~at his/her discretion,~~ require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, **community or** campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

### **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

(11/12 4/14) 12/18

# Board Policy

## Students

BP 5146(a)

### MARRIED/PREGNANT/PARENTING STUDENTS

The Governing Board recognizes that **early responsibilities related to** marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6164.5 - Student Success Teams)

The district shall not **exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely discriminate against any student** on the basis of the student's **marital status**, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. **In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.** (Education Code **221.51**, 230; **5 CCR 4950**; 34 CFR 106.40)

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

**The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)**

(cf. 5145.6 - Parental Notifications)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

### Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in **any comprehensive school or educational the regular education program or an** alternative **education** program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student **and/or his/her and/or the student's** child.

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)  
(cf. 6184 - Continuation Education)  
(cf. 6200 - Adult Education)

Any **alternative** education program, ~~or~~ activity, **or course** that is offered separately to pregnant **or parenting** students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (**Education Code 221.51; 5 CCR 4950**)

~~(cf. 6142.7 - Physical Education and Activity)~~  
~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~

~~As~~ **If** required for ~~other~~ students with ~~physical or emotional conditions or temporary disabilities~~ **any other temporary disabling condition**, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician **or nurse practitioner** indicating that the student is physically and emotionally able to ~~participate~~ **continue participation in an educational the regular education** program or activity. (**Education Code 221.51; 5 CCR 4950; 34 CFR 106.40**)

~~(cf. 6142.7 - Physical Education and Activity)~~  
~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~  
~~(cf. 6183 - Home and Hospital Instruction)~~

To the extent feasible, **the district shall provide** educational and related support services, ~~shall be provided~~, either ~~through the district~~ **directly** or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

## **Absences**

Pregnant or parenting students may be excused for absences **related to confidential for medical appointments and other purposes specified** in **accordance with** BP/AR 5113 - Absences and Excuses.

**A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)**

(cf. 5113 - Absences and Excuses)

## **Parental Leave**

~~The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began. (34 CFR 106.40)~~

~~(cf. 5112.3 - Student Leave of Absence)~~

**A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)**

**The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)**

**When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to**

return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

*(cf. 5113.11 - Attendance Supervision)*

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

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

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

~~A parenting student may request exemption from attendance because of personal services that must be rendered to a dependent.~~

~~*(cf. 5112.1 - Exemptions from Attendance)*~~

### **Reasonable Accommodations**

When necessary, the district shall provide reasonable accommodations to enable a pregnant and or parenting students to enable them to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

~~*(cf. 6183 - Home and Hospital Instruction)*~~

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

## Complaints

Any complaint ~~of alleging~~ discrimination on the basis of pregnancy or marital or parental status, **district noncompliance with the requirements of Education Code 46015,** or district noncompliance with the requirements to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-~~4687~~**4670** and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or ~~the~~ CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, **46015**; 5 CCR 4600-~~4687~~ **4670**)

(cf. 1312.3 - Uniform Complaint Procedures)

~~Any complaint alleging district noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222; 5 CCR 4600-4687)~~

## Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on **student** participation ~~rates~~ in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

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

Legal Reference:

EDUCATION CODE

**221.51 Nondiscrimination; married, pregnant, and parenting students**

222 Reasonable accommodations; lactating students

**222.5 Pregnant and parenting students, notification of rights**

230 Sex discrimination

8200-8498 Child Care and Development Services Act

**46015 Parental leave**

48205 Excused absences

**48206.3 Temporary disability, definition**

48220 Compulsory education requirement

48410 *Persons exempted from continuation classes*  
**48980 Parental notifications**  
 49553 *Nutrition supplements for pregnant/lactating students*  
 51220.5 *Parenting skills and education*  
 51745 *Independent study*  
 52610.5 *Enrollment of pregnant and parenting students in adult education*  
CIVIL CODE  
 51 *Unruh Civil Rights Act*  
FAMILY CODE  
 7002 *Description of emancipated minor*  
HEALTH AND SAFETY CODE  
 104460 *Tobacco prevention services for pregnant and parenting students*  
CODE OF REGULATIONS, TITLE 5  
 4600-~~4687~~ **4670** *Uniform complaint procedures*  
 4950 *Nondiscrimination, marital and parental status*  
CODE OF REGULATIONS, TITLE 22  
 101151-101239.2 *General licensing requirements for child care centers*  
 101351-101439.1 *Infant care centers*  
UNITED STATES CODE, TITLE 20  
 1681-1688 *Title IX, Education Act Amendments*  
UNITED STATES CODE, TITLE 42  
 1786 *Special supplemental nutrition program for women, infants, and children*  
CODE OF FEDERAL REGULATIONS, TITLE 7  
 246.1-246.28 *Special supplemental nutrition program for women, infants, and children*  
CODE OF FEDERAL REGULATIONS, TITLE 34  
 106.40 *Marital or parental status*  
ATTORNEY GENERAL OPINIONS  
 87 *Ops.Cal.Atty.Gen. 168 (2004)*  
COURT DECISIONS  
*American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307*

*Management Resources:*

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS  
***Pregnant Students and Confidential Medical Services, 2013***  
*Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012*  
~~*Pregnant Students and Confidential Medical Services*~~  
*The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002*  
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS  
*Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013*  
WEB SITES  
 California Department of Education: <http://www.cde.ca.gov>  
 California Women's Law Center: <http://www.cwlc.org/resources>  
 U.S. Department of Agriculture, Women, Infants, and Children Program: <http://www.fns.usda.gov/wic>  
 U.S. Department of Education: <http://www.ed.gov>

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# Board Policy

## 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 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 three mathematics courses in grades 9-12. ~~Students graduating in Spring of 2018 shall complete two math courses (20 credits).~~ (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 Life Sciences 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. Students graduating in Spring of 2020 shall be required to complete 5 credits of Geography. (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts or foreign language, including American Sign Language. ~~or career technical education (CTE) (Floral Design or Theater Production)~~ (Education Code 51225.3)

(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 section.

7. One course in Vocational Education.

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.

8. One course of Personal Finance ~~(starting with the graduating class of 2017)~~

9. 55 Credits of Elective for class of 2019 and beyond

10. Senior project ~~portfolio~~ (5 credits).

11. Class of 2020 shall complete 5 credits of Business Application. All other current classes and class of 2021 and beyond shall complete 10 credits of Business Application.

(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)

## **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)

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

**In addition, the district may retroactively grant a high school diploma to: (Education Code 48204.4, 51430, 51440)**

- 1. Persons who departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure**

**Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.**

**In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.**

## Honorary Diplomas

**The Board may grant honorary high school diplomas to: (Education Code 51225.5)**

- 1. An international exchange student who has not completed the course of study ordinarily required for graduation, and who is returning to the home country following the completion of one academic school year in the district**

*(cf. 6145.6 - International Exchange)*

- 2. A student who is terminally ill**

**The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)**

## Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, ~~or~~ child of a military family, **migrant student, or newly arrived immigrant student participating in a newcomer program** who transfers into the district any time after completing ~~his/her the~~ second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of ~~his/her the~~ fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether ~~he/she the student~~ qualifies for it. (Education Code 51225.1)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.6 - Parental Notifications)*

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

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

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

*(cf. 6173.3 - Education for Juvenile Court School Students)*

***(cf. 6175 - Migrant Education Program)***

### *Legal Reference:*

#### EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

**48204.4 Parents/guardians departing California against their will**

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science  
 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation  
 51225.5 Honorary diplomas; foreign exchange students  
 51225.6 Compression-only cardiopulmonary resuscitation  
 51228 Graduation requirements  
 51240-51246 Exemptions from requirements  
 51250-51251 Assistance to military dependents  
 51410-51413 Diplomas  
 51420-51427 High school equivalency certificates  
 51430 Retroactive high school diplomas  
 51440 Retroactive high school diplomas  
 51450-51455 Golden State Seal Merit Diploma  
 51745 Independent study restrictions  
 56390-56392 Recognition for educational achievement, special education  
 66204 Certification of high school courses as meeting university admissions criteria  
 67386 Student safety; affirmative consent standard  
CODE OF REGULATIONS, TITLE 5  
 1600-1651 Graduation of students from grade 12 and credit toward graduation  
 4600-4687 Uniform complaint procedures  
COURT DECISIONS  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

*Management Resources:*

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>

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# Administrative Regulation

## Instruction

AR 6173.2(a)

## EDUCATION OF CHILDREN OF MILITARY FAMILIES

### Definitions

*Children of military families* are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

### Enrollment and Residency

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if **the his/her** parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee ~~may~~**shall** enroll the ~~child~~ **student** based **on unofficial education records, if official records are not yet available.** ~~on the child's placement in the previous district, pending receipt of the child's records.~~ Upon enrollment, the Superintendent or designee shall immediately request the student's **official** records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141- Health Care and Emergencies)

(cf. 5141.31- Immunizations)

**A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)**

**To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)**

- 1. If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas.**
- 2. If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district.**

**The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)**

**If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)**

- 1. If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year.**
- 2. If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation.**

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

*(cf. 5117 - Interdistrict Attendance)*

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

### **Transportation**

**The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a**

**feeder school as described above, except when indicated in the individualized education program (IEP) of a student with a disability or otherwise required by federal law. (Education Code 48204.6)**

## **Placement**

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the **child's student's** enrollment and/or assessment in **his/her the** previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

*(cf. 6141.5 - Advanced Placement)*

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

*(cf. 6145.2 - Athletic Competition)*

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

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

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services **to the student** based on **his/her the student's** current **individualized education program IEP**. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

*(cf. 6159 - Individualized Education Program)*

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

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

## **Transfer of Coursework and Credits**

When a child of a military family 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 nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)

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

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

If the student did not complete the entire course, **he/she the student** shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course **that he/she did not completed** at **his/her the** previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, 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, the student shall be enrolled in the same or equivalent course, if applicable, so that **he/she the student** 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.

In no event shall the district prevent a child of a military family 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)*

## **Absences**

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with **his/her the** parent/guardian. (Education Code 49701)

*(cf. 5113 - Absences and Excuses)*

## **Graduation Requirements**

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and **shall generally** fulfill any additional graduation requirements prescribed by the Governing Board.

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

However, when a child of a military family who has completed **his/her the** second year of high school transfers into the district from another school district or transfers between high schools within the district, **he/she the student** shall be exempted from all district-adopted coursework and other district-established graduation requirements **that are in addition to the statewide coursework requirements specified in Education Code 51225.2**, 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 the** fourth year of

high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and **his/her** parent/guardian 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 no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in ~~his/her~~ **the** 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~~ **the student** for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and ~~his/her~~ **the student's** parent/guardian 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 child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or ~~his/her~~ parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family **while enrolled in school** or ~~if he/she~~ **upon** transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within ~~his/her~~ **a** fifth year of high school, ~~he/she~~ **the Superintendent or designee** shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, ~~his/her~~ **the student's** parent/guardian 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~~ **the student's** ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

### **Notification and Complaints**

Information regarding the educational rights of children of military families, 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 alleging that the district has not complied with requirements regarding the education of children of military families, 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)*

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# Board Policy

## Instruction

BP 6175(a)

### MIGRANT EDUCATION PROGRAM

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit **the their** ability **of migrant students** to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

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

*(cf. 0415 - Equity)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

~~The Superintendent or designee shall convene a parent advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program. (Education Code 54444.2)~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

~~*(cf. 6020 - Parent Involvement)*~~

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. **He/she The Superintendent or designee** shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

~~*(cf. 1020 - Youth Services)*~~

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

*(cf. 5141.6 - School Health Services)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148 - Child Care and Development)*

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

*(cf. 5148.3 - Preschool/Early Childhood Education)*

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

*(cf. 6171 - Title I Programs)*

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

**The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state content standards and challenging state performance state academic standards, and whose education has been interrupted during the regular school year or have dropped out of school. (20 USC 6394)**

*(cf. 6011 - Academic Standards)*

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ~~plan for late enrollments of migrant students. He/she shall~~ ensure that each migrant student is placed at the appropriate grade level **upon enrollment** and is provided services in accordance with ~~his/her~~ **an** individual needs assessment and learning plan.

*Legal Reference:*

EDUCATION CODE

**200 Educational equity**

**220 Prohibition against discrimination**

**234.7 Student protections relating to immigration and citizenship status**

**51225.1 Exemption from district graduation requirements**

**51225.3 High school graduation, course requirements**

54440-54445 Migrant education program

CODE OF REGULATIONS, TITLE 5

3080 Application of uniform complaint procedures

4600-~~4687~~ **4670** Uniform complaint procedures

UNITED STATES CODE, TITLE 20

6311 Title I state plan

6381-6381k Even Start family literacy program

6391-6399 ~~Migrant education program~~ **Education of migrant students**

7881 Services for private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.81-200.89 Migrant education program

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**2017 State Service Delivery Plan**

~~Identification and Recruitment Manual: Policies and Procedures for Migrant Education Recruiters in the State of California, 2008~~

~~California Migrant Education Program: Comprehensive Needs Assessment, Initial Report of Findings, 2007~~

U.S. DEPARTMENT OF EDUCATION **NON-REGULATORY GUIDANCE-PUBLICATIONS**

~~Title I, Part C Education of Migratory Children, October 2003~~

~~Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965, Non-Regulatory Guidance, rev. March 2017~~

WEB SITES

California Department of Education, Migrant Education Office: <http://www.cde.ca.gov/sp/me>

U.S. Department of Education, Office of Migrant Education: <http://www.ed.gov/about/offices/list/oese/ome>

West Ed, Migrant Student Information Network: <http://www.wested.org/cs/we/view/pj/61>

<https://www.wested.org/project/migrant-student-information-network-msin>

# Administrative Regulation

## Instruction

AR 6175(a)

### MIGRANT EDUCATION PROGRAM

#### Eligibility

~~A student~~ **Students** age 3 to 21 years shall be eligible for the district's migrant education program if ~~he/she meets the criteria, specified in 20 USC 6399 and 34 CFR 200.81 as verified by a migrant education recruiter.~~ **they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)**

~~The district shall give first priority for services to migrant students who are failing, or most at risk of failing, to meet state content standards and challenging state performance standards, and whose education has been interrupted during the regular school year. (20 USC 6394)~~

~~(cf. 6011 - Academic Standards)~~

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

~~The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)~~

#### Student Records

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. **However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.**

~~(cf. 5125 - Student Records)~~

~~(cf. 5145.13 - Response to Immigration Enforcement)~~

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, **his/her the student's** records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

### **Program Components**

The migrant education program shall **provide include all of the following components:** (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served

~~2. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment~~

**3. 2.** A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and **which provides includes, but is not limited to:**

a. Instructional services, including academic, remedial and compensatory, bilingual **-crosscultural, and multicultural, and vocational and career technical** instruction

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

b. Counseling and career education services

(cf. 6164.2 - Guidance/Counseling Services)

c. Preschool services in accordance with Education Code 54443

~~(cf. 5148 - Child Care and Development)~~

(cf. 5148.3 - Preschool/Early Childhood Education)

d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students

e. **The acquisition of instructional materials and equipment necessary for to adequately provide the** appropriate services

f. Other related services **needed to meet the special needs of eligible migrant students to** enable **migrant students them** to participate effectively in instructional services

g. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 6171 - Title I Programs)

**2.3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student**

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and **each time when** the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council **to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program**

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

The migrant education program shall provide for the same opportunities for parent/**guardian** involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to **migratory-migrant** families to enhance **parents/guardians'** literacy levels, parenting skills, and English language skills **of parents/guardians**.

### **Summer School**

**The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)**

**Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)**

**The program shall comply with the following requirements for instructional time: (Education Code 54444.3)**

- 1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days**
- 2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days**
- 3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days**

**When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)**

#### **Applicability of Graduation Requirements**

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

*(cf. 6146.1 - High School Graduation Requirements)*

**However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student 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 the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian 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 no longer meets the definition of a migrant student. (Education Code 51225.1)**

*(cf. 5145.6 - Parental Notifications)*

**To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)**

**The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian 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 migrant 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 migrant student or parent/guardian. (Education Code 51225.1)**

**If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district. (Education Code 51225.1)**

**Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)**

- 1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution**
- 2. Provide information to the student about transfer opportunities available through the California Community Colleges**
- 3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements**

### **Parent Advisory Council**

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities
2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

### **Notification and Complaints**

**Information regarding the educational rights of migrant 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 migrant 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)**

(7/03 7/09) 12/18

# Administrative Regulation

## Instruction

AR 6183(a)

### HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability which makes school attendance impossible or inadvisable shall **be entitled to** receive individual instruction ~~in the student's home~~ **at home** or in a hospital or other residential health facility, excluding state hospitals. **(Education Code 48206.3)**

*(cf. 5112.2 - Exclusions from Attendance)*

~~This instruction applies to students incurring~~ **Temporary disability means** a physical, mental, or emotional disability **incurred while a student is enrolled in regular day classes or an alternative education program, and** after which ~~they~~ **the student** can reasonably be expected to return to regular day classes or ~~an the~~ alternative education program ~~without special intervention.~~ It does not apply to students identified as individuals with exceptional needs ~~in which the student is enrolled.~~ **Temporary disability does not include a disability that would qualify a student for special education** pursuant to Education Code 56026. (Education Code 48206.3)

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 6158 - Independent Study)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians ~~that of district students regarding:~~ **(Education Code 48206.3, 48208, 48980)**

- ~~Individual instruction is available for temporarily disabled students as prescribed by Education Code 48206.3.~~ **The availability of individual instruction for any student with a temporary disability, including information regarding student eligibility for, and the duration of, individual instruction**
- ~~If a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the receiving district of the student's presence in a qualifying hospital. The~~ **rights and responsibilities of parents/guardians of any student with a temporary disability pursuant to Education Code 48207 and 48208**

*(cf. 5145.6 - Parental Notifications)*

**Parents/guardians shall notify the principal or designee when their child is temporarily disabled and needs individual instruction at home or in a hospital or other residential health facility.**

### **Determination of Student Eligibility**

**Not later than five working days after receiving notification from a parent/guardian that a student has a temporary disability, the Superintendent or designee shall determine whether the student will be able to receive individual instruction at home or in a hospital or residential health facility. (Education Code 48208)**

~~The Superintendent or designee may require verification through any reasonable means that the student is temporarily disabled and needs individual instruction. that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.~~

~~(cf. 4119.42/4219.42/4319.42 Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 Universal Precautions)~~

### **Provision of Individual Instruction**

**Individual instruction at a student's home or in a hospital or other residential health facility shall begin no later than five working days after the Superintendent or designee has determined makes the determination that the student is able eligible to receive individualized instruction. (Education Code 48207.5, 48208)**

**The district shall be responsible for providing individual instruction to any temporarily disabled student who is in a hospital or other residential health facility located within district boundaries, whether or not the student is enrolled in the district. If the student is enrolled in another district, the Superintendent or designee may enter into an agreement to have the student's district of residence provide the individual instruction. The Superintendent or designee may also enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district. (Education Code 48208)**

~~(cf. 5111.1 - District Residency)~~

**Whenever the district provides individual instruction to a non-district student who is in a hospital or other residential health facility located within district boundaries, the Superintendent or designee shall, wWithin five working days of the beginning of the individualized instruction, the Superintendent or designee shall provide written notification to the student's district of residence in which the student was previously enrolled stating that, effective on the date on which individual instruction began, the student shall not be counted by district of residence may not count the student for purposes of computing that district's average daily attendance, effective the date on which individualized instruction began. (Education Code 48208)**

**A student receiving individual instruction in a hospital or residential health facility for a partial week shall be entitled to attend school or receive individual instruction at home on days in which the student is not receiving individual instruction in the hospital or other residential health facility, if the student is well enough to do so. (Education Code 48207.3)**

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

**The district's attendance supervisor shall ensure that the absences of any temporarily disabled student receiving individual instruction at home or in a hospital or other residential health facility are excused until the student is able to return to the regular school program. (Education Code 48240)**

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

## **Return to School**

**A student receiving individual instruction who is well enough to return to school shall be allowed to return to the school that the student attended immediately before receiving individual instruction, if the return occurs during the school year in which the individual instruction was initiated. (Education Code 48207.3)**

*Legal Reference:*

### EDUCATION CODE

44865 Qualifications for home teachers

45031 Home teachers

48200 Minimum school day

~~48206.3-48208 Students Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance~~

~~48206.5 Continuation of individual instruction programs for students with temp. disabilities~~

~~48207 Pupils with temporary disabilities in hospitals out side of school district; compliance with residency requirements~~

~~48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction~~

**48240 Supervisors of attendance**

~~48980 Required notification of rights and availability of nutrition and individualized instruction programs~~ **Parental notifications**

51800-51802 Employment of home teachers

**56026 Individual with exceptional needs**

### CODE OF REGULATIONS, TITLE 5

421 Method of verification

423 Prolonged illness

# Board Bylaw

## Board Bylaws

BB 9322(a)

## AGENDA/MEETING MATERIALS

### Agenda Content

~~Each agenda~~ **Governing Board meeting agendas** shall reflect the district's vision and goals and the Board's focus on student learning.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

~~Governing Board meeting agendas~~ **Each agenda** shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

*(cf. 9320 - Meetings and Notices)*

*(cf. 9321- Closed Session Purposes and Agendas)*

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the ~~consent~~ agenda item has previously been considered at an open meeting of a committee comprised exclusively of ~~all~~ the Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting, ~~unless~~ and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda **for a regular Board meeting** shall also provide members of the public an opportunity to ~~testify at regular meetings~~ **provide comment** on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

*(cf. 9323 - Meeting Conduct)*

Each ~~meeting~~ agenda **for a regular meeting** shall list the address designated by the Superintendent or designee for public inspection of ~~agenda~~ documents **related to an open session item** that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall ~~specify that~~ **include information regarding how, when, and to whom a request should be made if** an individual ~~should contact the Superintendent or designee if he/she~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

## Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~(cf. 0000 - Vision)~~

~~(cf. 0200 - Goals for the School District)~~

~~(cf. 9121 - President)~~

~~(cf. 9122 - Secretary)~~

~~The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~(cf. 0000 - Vision)~~

~~(cf. 0200 - Goals for the School District)~~

~~(cf. 9121 - President)~~

~~(cf. 9122 - Secretary)~~

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request **from a member of the public** is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

**If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.**

The Board president and Superintendent shall **also** decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, **or** an information item that does not require immediate action, ~~or a consent item that is routine in nature and for which no discussion is anticipated.~~

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

*(cf. 9323.2 - Actions by the Board)*

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3320 - Claims and Actions Against the District)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

### **Consent Agenda/Calendar**

Note: The following **optional** section is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the board's conduct of district business or result in violation of the open meeting laws. In addition, boards should be aware that, by law, certain items may not be placed on the consent agenda. For example, pursuant to Government Code 54960.2, as added by SB 1003 (Ch. 732, Statutes of 2012), a board's decision to approve or rescind its unconditional commitment to refrain from taking certain actions in violation of the Brown Act must be made as a separate item and not on the consent agenda. See BB 9323.2 - Actions by the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)

## Agenda Dissemination to Board Members

At least ~~three days~~ **72 hours** before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, ~~citizens,~~ and others; and other available documents pertinent to the meeting.

When special meetings are called, ~~the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.~~ **Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)**

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, **outside of a noticed meeting,** directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

*(cf. 9012 - Board Member Electronic Communications)*

## Agenda Dissemination to Members of the Public

~~The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)~~

Note: Government Code 54957.5 requires that when agenda materials are distributed to the Board less than 72 hours before a regular meeting, the district must also make the documents available for public inspection, as specified below. However, only those documents that are "public records" under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting need to be made available for inspection.

**Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay.** ~~If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a~~ **Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public.** ~~The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)~~

**At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)**

**In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)**

*(cf. 1113 - District and School Web Sites)*

*(cf. 1340 - Access to District Records)*

~~Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)~~

~~Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)~~

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

~~Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)~~

~~Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons~~

with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

*Legal Reference:*

EDUCATION CODE

35144 *Special meetings*

35145 *Public meetings*

35145.5 *Right of public to place matters on agenda*

GOVERNMENT CODE

6250-6270 *Public Records Act*

53635.7 *Separate item of business*

54954.1 *Mailed agenda of meeting*

54954.2 *Agenda posting requirements; board actions*

54954.3 *Opportunity for public to address legislative body*

54954.5 *Closed session item descriptions*

54956.5 *Emergency meetings*

54957.5 **Availability of public records**

54960.2 *Challenging board actions; cease and desist*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 *Effective communications*

36.303 *Auxiliary aids and services*

COURT DECISIONS

*Mooney v. Garcia*, (2012) 207 Cal.App.4th 229

*Caldwell v. Roseville Joint Union High School District*, 2007 U.S. Dist. LEXIS 66318

**ATTORNEY GENERAL OPINIONS**

**99 *Ops. Cal. Atty. Gen.* 11 (2016)**

**78 *Ops. Cal. Atty. Gen.* 327 (1995)**

*Management Resources:*

CSBA PUBLICATIONS

*Call to Order: A Blueprint for Great Board Meetings*, 2015

*The Brown Act: School Boards and Open Meeting Laws*, rev. 2014

ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Legislative Bodies*, rev. 2003

WEB SITES

CSBA, Agenda Online: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

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# Board Bylaw

## Board Bylaws

BB 9324(a)

### MINUTES AND RECORDINGS

The Governing Board recognizes that maintaining accurate minutes of Board meetings **helps foster public trust in Board governance and** provides a record of Board actions for use by district staff and the public **and helps foster public trust in Board governance.**

*(cf. 9000 - Role of the Board)*

*(cf. 9005 - Governance Standards)*

*(cf. 9323 - Meeting Conduct)*

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

*(cf. 1340 - Access to District Records)*

*(cf. 9122 - Secretary)*

*(cf. 9323.2 - Actions by the Board)*

#### **The minutes of Board meetings shall include, but not be limited to:**

- 1. The minutes shall reflect which A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure.**

*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

***(cf. 9320 – Meetings and Notices)***

- 2. In order to ensure that the minutes are focused on Board action, the minutes shall include only a A brief summary of the Board's discussion on each agenda topic, but shall not include rather than a verbatim record of the Board's discussion on each agenda topic or the names of each Board member's who made specific points of view during the discussion.**

BB 9324(b)

### MINUTES AND RECORDINGS (continued)

- 3. The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address. A summary of the public comments made on agendized items and unagendized topics**

4. The ~~minutes shall include the~~ specific language of each motion and the names of the Board members who made and seconded the motion;

*(cf. 9150 - Student Board Members)*

Note: Pursuant to Government Code 54953, as amended by SB 751 (Ch. 257, Statutes of 2013), in addition to publicly reporting any action taken, the minutes must note the vote or abstention of each member present for the action.

6. ~~The minutes shall also report any~~ Any action taken ~~by the Board~~ and the vote or abstention on that action of each ~~Board~~ member present; **(Education Code 35145; Government Code 54953)**

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

**Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)**

*(cf. 5125.1 - Release of Directory Information)*

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Note: The following **optional** paragraph is for use by districts which have their approved minutes signed by a Board officer or designee and should be modified to reflect the appropriate position.

Upon approval by the Board, the minutes shall be signed by the staff member who created the minutes and Board Members present at the meeting.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

*(cf. 3580 - District Records)*

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

*(cf. 9321.1 - Closed Session Actions and Reports)*

## **Recording or Broadcasting of Meetings**

The district may tape, film, **stream**, or broadcast any open Board meeting. **At the beginning of the meeting, t**The Board president shall announce that a recording or broadcasting is being made at the direction of the Board **and that the recording or broadcast may capture**

**images and sounds of those attending the meeting.** ~~at the beginning of the meeting and, as~~  
**As** practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

*Legal Reference:*

EDUCATION CODE

**35012 Number of members; terms; student board members**

35145 Public meetings

35163 Official actions, minutes and journals

35164 Vote requirements

**49061 Student records; definitions**

**49073.2 Privacy of student and parent/guardian personal information**

GOVERNMENT CODE

54952.2 Meeting defined

54953 Meetings

54953.5 Audio or video recording of proceedings

54953.6 Broadcasting of proceedings

54957.2 Closed sessions; clerk; minute book

54960 Violations and remedies

PENAL CODE

632 Unlawful to intentionally record a confidential communication without consent

CODE OF REGULATIONS, TITLE 5

16020-16027 Classification and retention of records

*Management Resources:*

CSBA PUBLICATIONS

**Call to Order: A Blueprint for Great Board Meetings, 2015**

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

Guide to Effective Meetings, rev. 2007

WEB SITES

CSBA, Agenda Online: <http://www.csba.org> **[www.agendaonline.com](http://www.agendaonline.com)**

(7/08 4/14) 12/18



Personnel Assignment Order  
Consent Agenda  
February 11, 2019

Employment – Resignations – Retirement – Leaves – Transfers – Terminations

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**CERTIFICATED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Erika Lemenager	4-8 <sup>th</sup> Grade Principal		\$114,694	07/01/2019
Melissa Michalk	Head Track Coach		\$3,137.00	01/18/2019
Megan Zwald	Assistant Track Coach		\$2,410.00	01/28/2019
Rebecca Robertson	Girls Tennis Coach		\$2,895.00	01/28/2019
<b><i>Resignations</i></b>				
Erika Lemenager	4-8 <sup>th</sup> Grade Vice Principal		\$94,732	06/30/2019
Jim Imhoff	Girls Tennis Coach		\$2,895.00	01/08/2018

***Transfers/Reassignment***

**CLASSIFIED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Allison Hernandez	Administrative Assistant		\$19.19	01/25/2019
<b><i>Resignations</i></b>				
Olivia Gross	Paraeducator - BPS		\$17.11	01/18/2019
Allison Hernandez	Attendance Clerk/Office Assistant		\$18.47	01/24/2019
Gumercindo Salazar	Track Coach Assistant		\$2,410.00	01/16/2019
<b><i>Transfers/Reassignment</i></b>				
Gayle Bradbury	Fr: Administrative Assistant		\$23.24	01/14/2018
	To: Data Technology Specialist		\$24.14	

***Position Increase***

***Leaves***

CALL TO ORDER

The meeting was called to order at 5:15 p.m. in the District Office Board Room by Melissa Ortiz, who established a quorum was present. Attending were Chris Mcallister, Michael Phenicie and Kelli Griffith-Garcia. Superintendent Dwayne Newman and Erika Lemenager were present. Erika Lemenager led the pledge of allegiance.

PLEDGE OF ALLEGIANCE

No information presented.

HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA

HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA

No information presented.

ACTION ITEM #181986

Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve the following consent agenda items:

1. December 17, 2018 Board Meeting Minutes
2. December Payroll
3. Personnel Assignment Order
4. Williams Complaint Procedure
5. Industrial Medicine Agreement for Student Drug Testing

Ortiz – Aye  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Absent

ACTION ITEM #181987

Vote: (4 Ayes, 1 Absent)

Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve Warrants: Batch #22-24.

Ortiz – Aye  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Absent

ACTION ITEM #181988

Vote: (4 Ayes, 1 Absent)

Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve Resolution #2018-19.09 Signatures of the Board.

Ortiz – Aye  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Absent  
Vote: (4 Ayes, 1 Absent)

DISCUSSION ITEM ONLY

**Discussion of Account Payable Protocols**

- Chief Business Official, Scott A. Lantsberger provided an in depth presentation on Accounts Payable Protocols. Mr. Lantsberger recommended the following adjustments:

1. Approve warrants every 60 days.
  2. Review transactions entered into by the Superintendent or designee every 60 days.
  3. Approve all contracts at a regularly scheduled meeting.
  4. Increase the Superintendent's authority to sign contracts which obligate the district from less than \$5,000 to less than \$50,000 and the Chief Business Official authorization to sign contracts which obligate the district from less than \$1,000 to less than \$25,000.
- The board was comfortable with items #1-3. Those items will be brought back to the February meeting for action. Item #4 was adjusted to increase the Superintendents authority to \$20,000 and the CBO's authority to \$10,000. This item will be brought back to the February meeting for further discussion and possible action of BP 3312 – Contracts.

DISCUSSION ITEM ONLY

**Review of Governance Handbook**

- Superintendent Newman asked for clarification on the frequency of the Board Self Evaluation cycle. The board will complete their Self Evaluations at the end of each calendar year.
- Melissa Ortiz asked for clarification on the process used to build the agenda.
- Melissa Ortiz reminded the Board of the importance in fielding questions and/or complaints from the public appropriately. Superintendent Newman provided examples of serial meetings and reiterated what was stated by Mrs. Ortiz regarding the importance of directing individuals with question and/or complaints to the most appropriate CUSD employee.

DISCUSSION ITEM ONLY

**Work Session: Data Analysis and Improvement Planning**

- Superintendent Newman reviewed the California School Dashboard and encouraged the Board to review the information on the dashboard and generate questions for further discussion
- Low Performing Student Block Grant Planning – Mr. Newman lead the Five Why's Activity. Each Administrator was paired with a member of the Board to identify and discuss the root causes of students' low performance. The activity was interactive and upon completion, the information was shared out with everyone present.
- District Communication Plan – A review of the current communication plan took place. Superintendent Newman reminded the Board that too many avenues for communication, causes confusion.

ADJOURNMENT

The meeting adjourned at 8:42 PM

Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant

APPROVED BY:

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The meeting was called to order at 7:16 a.m. in Room 6 of District Office by Michael Phenicie, who established a quorum was present. Attending were Chris Mcallister, Kathie Whitesell and Kelli Griffith-Garcia. Superintendent Dwayne Newman was also present.

No information presented.

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt Resolution #2018-19.10: Execute All Documents Required for Director of Industrial Relations, State of California Application for Certificate.

ACTION ITEM #181990

Vote: (4 Ayes, 1 Absent)

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt Resolution #2018-19.11: Authorization to participate in Tri-County Schools Insurance Group (TCSIG) Worker's Compensation Program, Master Certificate #5822.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

Vote: (4 Ayes, 1 Absent)

The meeting adjourned at 7:19 AM

Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant

APPROVED BY:

## **Approval of contracting with ATG to complete the E-Rate applications.**

### **Recommended Motion:**

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Staff recommends the Governing Board approve the contract between ATG and the Colusa Unified School District to assist with submitting E-Rate Applications

### **Rationale:**

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Colusa Unified School District (CUSD) is pursuing E-Rate discounts for telecommunications, Internet access, and internal connections. E-rate funds five service types: Data Transmission Services and Internet Access, Voice Services, Internal Connections, managed Internal Broadband Services, and basic maintenance of Internal Connections. Discounts range from 20-90 percent of the cost of eligible services.

The attached contract with ATG is to acquire their assistance in completing the application process. As there has been transition in the administration, it was determined that in-house expertise in this arena did not exist. Therefore, procuring expertise in this arena for this year would be in the best interest of the District. It is hoped that future applications processes may be able to be completed in house.

### **Financial Impact:**

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The value of the contract between ATG and the CUSD is \$4,900 plus a \$350 start-up fee (one time). Funding for the contract is the unrestricted general fund, Fund 01.

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**CONTRACT FOR SERVICES  
E-rate Funding**

THIS AGREEMENT is made and entered into this 14<sup>th</sup> day of January, 2019, in the County of Colusa, State of California, by ATG and Colusa Unified School District hereinafter called the "District".

WITNESSETH:

WHEREAS, the District is pursuing E-Rate discounts to help fund the Technology Project(s)

WHEREAS, the District has determined that it has a need to enter into this Agreement with ATG for the E-rate application services described herein;

NOW THEREFORE, it is mutually agreed by the parties hereto, as follows:

**Article 1: Contract with COLUSA UNIFIED SCHOOL DISTRICT :** The District hereby contracts with ATG to perform the necessary E-rate application services as hereinafter set forth.

**Article 2. ATG Services:**

ATG hereby agrees to perform the following E-rate application services set forth to the satisfaction of the District and described in Attachment A:

**Article 3. ATG 's Fee :** The District shall pay ATG for the performance of E-rate application services for the following, but not limited to: Form 470 , and Form 471, and SLD follow-up questions and form 486 . The total sum for all services in this agreement is \$4,900 per application year. Billing will take in June of each application year. In addition to the annual fee, there is a one-time new client set up fee in the amount of \$375.00 that will be added to the first billing.

**Article 4. Time of performance:** The services called for under this agreement shall be provided by ATG during the period commencing on the date of the contract and ending upon completion of the project. The work covered by this contract will start in January of 2019 for the 2019/20 application year. This agreement is for \$4,900 per year.

**Article 5. Employee Benefits, Hold Harmless:** ATG is a corporation, therefore employee Benefits are not an element of this agreement. ATG agrees to indemnify and to hold free and harmless the District, its officers, agents, and employees from all loss, liability, damages, costs, or expenses that may or might at any time arise or be asserted against District, its officers,

E-rate Application Services Contract  
agents and employees, arising by reason of, in the course of, or in connection with, the  
performance of this Agreement.

**Article 6. Worker's Compensation Insurance:** ATG is a corporation, therefore there is no  
need to provide or hold the District accountable for any items in the area of workers  
compensation insurance.

**Article 7. Confidentiality and Use of Information:** ATG shall hold in trust for the District, and  
shall not disclose to any person, any confidential information. The District shall keep  
confidential information which is related to ATG's research, development, trade secrets and  
business affairs, but does not include information which is generally known or easily  
ascertainable by nonparties through available public documentation. ATG shall advise District  
of any and all material used, or recommended for use by ATG to achieve the project goals, that  
are subject to any copyright restrictions or requirements.

**Article 8. Administrator of Agreement:** This Agreement shall be administered on behalf of  
the District. Any notice desired or required to be sent to a party hereunder shall be addressed  
to:

For ATG: Attn: Russ Selken, 1731 Capri Drive, Yuba City, CA 95993

For Colusa Unified School District School District : Attn: Lisa Nilsen Raymond, Colusa CA  
95987

**Article 9. Ownership of Work-Product:** All products of work performed pursuant to this  
Agreement will be the sole property of the District except ATG 's proprietary  
information/products.

**Article 10. Information provided to Schools and Libraries Division (SLD), other parties,  
procurement:** The District is solely responsible for the application information provided to the  
SLD, any suits or legal action by the SLD or other parties as a result of this application process  
is the responsibility of the District. Examples of this, but not limited to, may be related to  
fraudulent information provided to the SLD during the application process. It is the District  
responsibility to ensure District, SLD, and State procurement and bidding processes are  
followed.

**Article 11. Term:** 1. Term. The initial term ("Term") of this agreement shall be one (1) year  
commencing as of January 1, 2019, or upon execution (whichever is later), through June 30,  
2020. Thereafter, the Term of this Agreement shall automatically renew for successive one (1)  
year Term(s) unless one party provides written notice to the other party at least ninety (90) days  
in advance of the end of the existing Term that it does not wish to renew the Term of this  
Agreement.

**Article 12. Status of ATG :** It is agreed that District is interested only in the results obtained  
from service hereunder and that ATG shall perform as an independent contract with sole  
control of the manner and means of performing the services required under this Agreement.

E-rate Application Services Contract

ATG shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of ATG and which shall not be subject to control or supervision by the District except as to the results of the work. ATG is, for all purposes arising out of this Agreement, an independent contractor and ATG shall not be deemed an employee of the District for any purpose. It is expressly understood and agreed that ATG shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave, or other benefits.

**Article 13. Arbitration Fees:** If suit is brought by either party to this Agreement to enforce any of its terms, the resolution of these items will be done by arbitration, and the party that instigates the arbitration process will bear all arbitration fees. ATG's financial and other liability will be limited to the compensation given to it by the District. ATG will not be personal liable for any other compensation to the District.

**Article 14. Alternations or Variance.** No alterations to this Agreement or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.

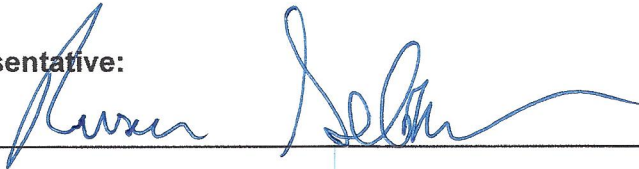
**Article 15. A.B. 1610:** If ATG personnel are in contact with students on a more than limited or occasional basis as determined by the District, ATG agrees to provide the District with: written certification under penalty of perjury that all of its employees who may come in contact with students have been fingerprinted and had their criminal histories checked and that none of these employees have been convicted of a serious or violent felony. This contract may, at the District's discretion, be immediately terminated in the event ATG fails to comply with this law.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the date hereinabove first written.

**ATG**

**ATG Representative:**

**Signature:**



Date: January 14, 2019

**Colusa School District:**

**District Representative:**

**Signature:**



Date: January 14, 2019

**Colusa Unified School District  
Attachment "A"  
E-rate Application Scope of Work Definition**

The following describes the deliverables and the responsibilities for ATG and the District:

1. ATG will:

- o Complete FCC form 470s (District representative will need to sign)
- o Complete FCC form 471s (District representative will need to sign)
- o Respond to all PIA questions related to the posted Form 471
- o Coordinate with District in setting deadlines within the allowable timeframe of the program
- o Coordinate with District to advise on any back-up materials needed for the preparation and completion of the Form 471
- o Maintain back-up documentation to support requested funds on Form 471
- o Advise on structure of filing form 470s, 471s to ensure program compliance
- o Advise District regarding eligible services
- o Work with district to minimize their time involvement as much as possible for the form 470 and form 471 processes
- o Completely explain and educate District representative (s) the application process when requested
- o Advise District on documentation for E-rate processes
- o Complete form 486 and ensure receipt of funds
- o Advise District on any areas noticed by ATG that District needs to make adjustments in order to maintain compliance with E-rate program.

2. The District will:

- o Appoint a person responsible for interaction with ATG
- o Provide inventory required by FCC application to facilitate ATG completion of forms on Districts behalf
- o Provided NSLP or Free and/or Reduced Price Meal counts by school
- o Provide request information in electronic form
- o Provide District and school technology use plans, Cyberbullying education plan and internet filtering mechanism
- o Assist with troubleshooting problems on submitted Form 470/471 applications
- o Assist and Review RFP for posting to ensure they meet District guidelines and requirements
- o Maintain inventory information per SLD requirements (10 year term)
- o Select vendors that have provided quotes for 471
- o Review all contract dates, and be responsible for them as submitted to the SLD 471 applications.

**Colusa High School - Athletic Coaches and Volunteers 2018 – 2019**  
**As of 1/25/2019**

**Fall:**

Matt Jessee: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Raphael Delgado: New Hire Must Complete

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Russ Gardner: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Elden Tamez: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Jim Saso: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Ivan Rodriguez: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Tina Lyons: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Kim Roper: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Matt Giffin: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Darren Townzen: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Leslie Pingrey: Concussion Completed

Must Complete and In Process: Fundamentals of Coaching, CPR/First Aid, Sudden Cardiac Arrest, Heat & Illness

Tana Loudon: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Jim Imhoff: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

**Winter:**

Brian Davis: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Brendan Farrell: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Manuel Cano: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Laura Cervantes: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Dan Kiely: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Darren Townzen: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

**Spring:**

Eric Lay: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness, Sportsmanship

Sonny Badalucco: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Matt Vedo: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Jamie Lay: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Nick Reading - All Completed and Cleared – New Hire

CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Pending: Fundamentals of Coaching

Bo Salazar: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Melissa Michalk: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest

Pending: Heat & Illness

Perry Taylor: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Tina Lyons: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

**Walk On/Volunteer:**

Mike Ferraiuolo (Spring)

All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Jim Pingrey (Winter): All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Fred Leonard (Spring): All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Lisa Nilsen Raymon (Spring): All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Ron Calcagno (Fall): All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Kaylee Cano (Winter): All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

Mike Zoller (Spring): In Progress on All

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness

**Administratively Cleared:**

Rebecca Changus: All Completed and Cleared

Fundamentals of Coaching, CPR/First Aid, Concussion, Sudden Cardiac Arrest, Heat & Illness,  
California State Component



## CLERK OF THE BOARD OF SUPERVISORS

Wendy G. Tyler,  
Clerk to the Board  
of Supervisors

December 17, 2018

Ann Nordyke,  
Chief Deputy Clerk  
to the Board

Colusa County Office of Education  
Attn: Jose Ramirez  
499 Marguerite Street, Suite B  
Williams, CA 95987

Patricia Rodriguez  
Deputy Clerk  
to the Board

RE: **Colusa County Contract C18-200**

Melissa Kitts  
Deputy Clerk  
to the Board

Dear Sir,

**SUPERVISORS**  
District I

The Colusa County Board of Supervisors approved the above mentioned contract at their meeting held on December 17, 2018. Enclosed you will find two (2) duplicate original contracts for signature. Please have the enclosed contracts signed, and return the remaining original to this office using the envelope provided.

John D. Loudon,  
District II

Kent S. Boes,  
District III,  
Vice-Chair

To the extent that the contract contains an insurance provision, please ensure that evidence of coverage is provided to this office pursuant to the terms of the contract.

Gary J. Evans,  
District IV,  
Chair

Should you have any questions regarding the contract please contact the Behavioral Health Department at Office at (530)458-0520.

Denise J. Carter,  
District V

Sincerely,

A handwritten signature in blue ink that reads "Patricia Rodriguez".

Patricia Rodriguez  
Deputy Clerk to the Board  
[prodriguez@countyofcolusa.org](mailto:prodriguez@countyofcolusa.org)

**MEMORANDUM OF UNDERSTANDING**  
**Between Colusa County Office of Education**  
**Certain County School Districts and Colusa County**

This Memorandum of Understanding (MOU) is between the Colusa County Office of Education (“CCOE”), the County of Colusa (“County”) through its Department of Health and Human Services (“DHHS”), Behavioral Health Department (“BH”), and Probation Department (“Probation”), and the Colusa Unified School District, Pierce Joint Unified School District, Williams Unified School District, and Maxwell Unified School District (“School Districts”). The purpose of the agreement is to formalize and clarify expectations and relationships between all parties from November 1, 2018 to June 30, 2020. For the purpose of the MOU, BH is defined as an agency providing Educational Case Management to Colusa County Foster Youth students.

**BACKGROUND**

CCOE operates Foster Youth Services Coordinating Program (FYSCP) and is responsible for providing services in accordance with Education Code sections 42920 through 42926. Under this direction, CCOE has contracted to serve pupils in foster care in Colusa County.

**FUNDING SOURCE**

CCOE’s Foster Youth Services Coordinating Program has set aside FYSCP funds to provide an Educational Case Manager for Foster Youth attending school in Colusa County. Foster Youth can be referred to receive Educational Case Management by DHHS or Probation to CCOE.

**CCOE RESPONSIBILITIES:**

1. CCOE shall include DHHS in the review of all reports submitted to the State.
2. Provide a designated person who is responsible for supporting and maintaining the relationships at the school sites.
3. Reimburse County quarterly: October, December, March, June.
4. Complete annual performance review of the Educational Case Manager in collaboration with School Districts.
5. Facilitate regular meetings with Educational Case Manager to ensure services are reflective of best practices and are meeting the needs of Foster Youth students.
6. Provide technical assistance and support to the Educational Case Manager through the provision of regular meetings and other professional development opportunities.
7. Work with Social Services to minimize changes in school placement.

**School Districts RESPONSIBILITIES:**

1. Provide reasonable space, as agreed upon for Educational Case Manager to facilitate services to students.
2. Notify Educational Case Manager, as soon as known, of any schedule changes that will interfere with service provision. Notify Educational Case Manager of any key staff changes.

3. Provide regular updates on the status, grades, and performance of Foster Youth, including but not limited to 504 agreements, Individual Education Plans and evaluations.

#### **BH RESPONSIBILITIES:**

1. Provide an Educational Case Manager for Foster Youth attending schools in Colusa County.
2. Meet quarterly with CCOE; Prevention Services Coordinator.
3. Educational Case Manager must sign in and out each day on a sign-in sheet.
4. Educational Case Manager must work a minimum of 15 Hours a week.
5. Support environments that are safe, healthy, and conducive to student learning.
6. Assist recruitment and enrollment of students into tutoring and after school programs and activities.
7. Gather and maintain student participation, development, and achievement data for program evaluation efforts.
8. Participate in staff training and professional development opportunities.
9. Local and regional travel as necessary.
10. Perform related duties.
11. Develop and maintain an advocacy-based, positive and supportive relationship with clients and caregivers.
12. Attend CFT's and IEP's as appropriate.
13. Review cases at least once every six months including evaluation of the continuing needs and services of the child.

#### **DHHS RESPONSIBILITIES:**

1. Work with CCOE, Probation, & BH to ensure that services are not being duplicated.
2. DHHS shall review all reports CCOE submits to the State.
3. Meet monthly with Educational Case Manager to coordinate services.
4. Refer Foster Youth to CCOE to receive Educational Case Management as needed. (use Exhibit A)

#### **Probation RESPONSIBILITIES:**

1. Refer Foster Youth to receive Educational Case Management as needed. (use Exhibit A)
2. Work with CCOE, DHHS, & BH to ensure that services are not being duplicated.

#### **TERM**

MOU shall be effective November 1, 2018 to June 30, 2020. Any party may terminate their participation in the MOU upon a 30 day notice to all other parties.

#### **PAYMENT**

- BH will submit invoices to CCOE quarterly in October, December, March and June of each year.
- CCOE will pay BH no later than 2 weeks after invoice is submitted. CCOE shall reimburse for services not to exceed the maximum of Twenty Thousand Dollars (\$20,000) per fiscal year.
- Fees shall be calculated at the rate of \$45 per hour for the Case Manager, plus mileage reimbursement at the current IRS rate.

**CONTACT INFORMATION**

Colusa County Office of Education  
 345 5<sup>th</sup> Street  
 Colusa, CA 95932  
 530-473-1350  
[mwest@ccoe.net](mailto:mwest@ccoe.net)



Michael P. West, Superintendent  
 Colusa County Office of Education



Date

Colusa County Office of Education  
 Education Village  
 499 Marguerite St. – Suite B  
 Williams, CA 95987  
 (530)473-1350  
[joseramirez@ccoe.net](mailto:joseramirez@ccoe.net)

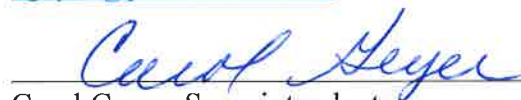


Jose Ramirez, Prevention Services Coordinator  
 Colusa County Office of Education

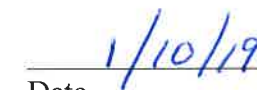


Date

Pierce Joint Unified School District  
 540 A Sixth St.  
 Arbuckle, CA 95912  
[cgeyer@pierce.k12.ca.us](mailto:cgeyer@pierce.k12.ca.us)

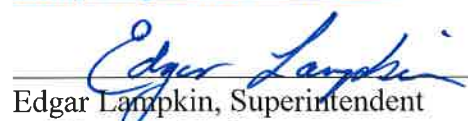


Carol Geyer, Superintendent  
 Pierce Joint Unified School District

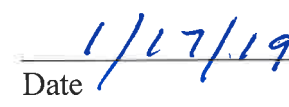


Date

Williams Unified School District  
 499 Marguerite St., Suite C.  
 Williams, CA 95987  
[elampkin@williams.k12.ca.us](mailto:elampkin@williams.k12.ca.us)




Edgar Lampkin, Superintendent  
 Williams Unified School District



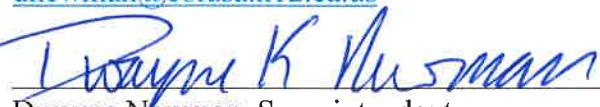
Date

Maxwell Unified School District  
 515 Oak St.  
 Maxwell, CA 95955  
[zthurman@maxwell.k12.ca.us](mailto:zthurman@maxwell.k12.ca.us)

  
 Zach Thurman, Superintendent  
 Maxwell Unified School District


1-9-19  
 Date

Colusa Unified School District  
 745 10<sup>th</sup> St.  
 Colusa, CA 95932  
[dnewman@colusa.k12.ca.us](mailto:dnewman@colusa.k12.ca.us)

  
 Dwayne Newman, Superintendent  
 Colusa Unified School District

1/17/19  
 Date

County of Colusa

  
 Gary J. Evans, Board Chair

12/11/18  
 Date

Approved as to Form

  
 Marcos A. Kropf, County Counsel

Attest: Wendy Tyler, Clerk Of The Board Of  
 Supervisors

By   
 Patricia Rodriguez, Deputy Clerk

C18-200

_____ Colusa USD
_____ CCOE
_____ Maxwell USD
_____ Pierce USD
_____ Williams USD

**EXHIBIT A****Intake Form**

Date: \_\_\_\_\_

<b>Student's Full Name:</b>		<b>Address:</b>	<b>Phone #:</b>
<b>Circle one:</b> Parent(s) or Foster Parent(s) or ERH:		<b>Mailing (if different):</b>	<b>Cell #:</b>
<b>Current School:</b> Address:	<b>Origin School &amp; Address:</b>	<b>*McKinney- Vento:</b> ____ 100 (temporary shelters) ____ 110 (hotels/motels) ____ 120 (temporary doubled up) ____ 130 (temporary unsheltered: substandard housing - no heat, water or electricity; including - Migrant Camps, tents, cars, & trailer homes)	
Phone #:	Phone #:		
<b>Grade:</b>	<b>Teen-Parent:</b> ____ Yes ____ No	<b>*Foster Youth:</b> ____ Yes ____ No	<b>Case Worker &amp; Phone #:</b>
<b>DOB:</b>	If Yes, Name and age of child:		
<b>District Foster &amp; Homeless Youth Liaison</b>	1) _____ 2) _____	<b>IEP:</b> ____ Yes ____ No <b>504:</b> ____ Yes ____ No <b>Medical Issues:</b> ____ No ____ Yes, please list: _____	
Phone #:	<b>Siblings:</b> ____ No ____ Yes If Yes, Create another sheet per sibling; as needs may be different). <b>How many</b> _____ <b>Name &amp; Age/Grade Level:</b> _____	<b>Referrals to DHHS:</b> ____ Medical ____ Dental ____ Mental Health ____ Medi-Cal ____ Cal-Fresh ____ Other: _____	
		<b>Probation:</b> ____ No ____ Yes, What County? _____ <b>Probation Officer Name &amp; Phone#:</b> _____	

**Please select the services you would like your child to receive:** (please date & initial after date of referral)

☐ Special Education (RSP, Speech, Special Day Class placement)

Referred to: \_\_\_\_\_

☐ 504 Accommodations

Referred to: \_\_\_\_\_

☐ Intervention Counseling

Referred to: \_\_\_\_\_

☐ Educational Case Management

Referred to: Jose Ramirez- CCOE Educational Services

Continued ....

- ☐ **Mental Health Counseling** Referred to: \_\_\_\_\_  
 (Behavioral Health – Must complete their referral form)
- ☐ **Academic Counseling** Referred to: \_\_\_\_\_
- ☐ **Independent Living Program** Referred to: One-Stop's Marisa Apaseo
- ☐ **Academic Tutoring (FY notify PB)** Referred to: Jose Ramirez- CCOE Educational Services
- ☐ **State Graduation Eligibility** Referred to: \_\_\_\_\_
- ☐ AB 167/216    ☐ AB 1806    ☐ AB 2306

**Liaisons Note:** Please notify person-making referral; that the referral process will be forward as soon as possible. However, it may take a few days to receive a response from referred agency(ies).

Parent / Guardian / Case Worker / Probation / Other: \_\_\_\_\_

- ☐ Acknowledges statement above.      Date: \_\_\_\_\_ Initials: \_\_\_\_\_
- ☐ Refuse to acknowledge statement above.      Date: \_\_\_\_\_ Initials: \_\_\_\_\_

**Notes/Comments** (date and initial after each entry)

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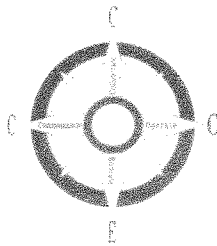
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## MEMORANDUM OF UNDERSTANDING

**PARTIES:** This Memorandum of Understanding (M.O.U.) is between the Colusa County Office of Education, Pierce Joint Unified School District, Williams Unified School District, Maxwell Unified School District, Colusa Unified School District, (Local Educational Agencies, or LEAs), and the County of Colusa (County), through its Department of Health & Human Services (DHHS) and Probation Department (Probation).

**BACKGROUND:** The Every Student Succeeds Act ("ESSA") requires local educational agencies to allow a foster child who is a student who previously transferred to another public school under the No Child Left Behind Act to remain in that school until the child has completed the highest grade offered in the school or unless a determination is made that maintaining the school of origin is not in the child's best interest. LEAs must set aside Title I, Part A funds for choice-related transportation.

**PURPOSE:** The purpose of this M.O.U. is to establish transportation procedures between the LEAs, DHHS, & Probation to ensure the provision of transportation for foster care youth enrolled in a LEA (Pre-K-12) when a best interest determination indicates that the student should remain in the school of origin, and alternative means of transportation to and from school have been fully explored and deemed unavailable.

**AUTHORITY:** This M.O.U. is between the parties in exercise of the authority in the Every Student Succeeds Act (ESSA) requirements.

**TERM:** This M.O.U. is effective July 1, 2018 and shall continue for a period of three years (July 1, 2018-June 30, 2021).

### SCOPE OF SERVICES:

A. Joint Responsibilities:

- The LEAs, DHHS, & Probation agree to follow the attached **Transportation to School of Origin Flowchart** to identify whether the school, DHHS, and/or Probation will be responsible for providing that transportation and in what form (e.g. reimbursement, school bus service, public transit pass, etc.).

B. The LEAs shall:

- If there is a dispute regarding school of origin and who will pay for transportation, the LEA and DHHS or Probation will pay fifty percent (50%) of the total cost for transportation until the dispute is resolved, at which time the LEA can seek reimbursement as appropriate.
- DHHS, Probation, and the LEA will attempt to resolve disputes concerning their obligations under this MOU among themselves. If a dispute remains unresolved and prior to the filing of any complaint with an executive agency or court of competent jurisdiction the party alleging a violation of this MOU shall provide written notice describing the alleged violation and providing a requested remedy. The other party will have no less than ten business days to respond in writing to attempt to resolve the matter.
- Acknowledge that Title 1 is an allowable funding source for additional transportation costs.
- Understand that even if an LEA does not transport other students, it must ensure that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan.

C. DHHS shall:

- Promptly notify a school when a child enters foster care or changes foster care placement.

D. Probation shall:

- Promptly notify a school when a child enters foster care or changes foster care placement.
- .

**Compensation/Reimbursement:**

The amount of reimbursement shall be calculated based on the Internal Revenue Service Standard Mileage Rate for the year incurred. Invoices shall be submitted within one month of the agreed mode of transportation for the student to the County. Upon receipt of an invoice, County shall process payment to School District as provided for by County's established policies and procedures, and payment will be issued accordingly for undisputed invoices. Invoices shall have itemized costs incurred, include a summary of the services provided, and be signed by an authorized official, employee or agent certifying that the claim represents the actual expenses for the services performed under this M.O.U.

**THE FOLLOWING STATEMENT MUST BE INCLUDED IF ANY INDIVIDUALS REPRESENTING THE AGENCY WILL HAVE CONTACT WITH STUDENTS:**

The LEA'S, DHHS, & Probation will certify that any of their employees coming into contact with students have been fingerprinted and have a valid TB test within the last sixty days prior to coming into contact with a student.

#### **INDEMNIFICATION:**

- A. Each party shall indemnify, defend, and hold the other party and its directors, officers, employees, and agents harmless against any claims of any kind, arising or alleged to arise out of the willful misconduct, negligent acts, omissions, or violations of law by the party.
- B. It is the intent of the CCOE and LEA's, DHHS, & Probation that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.
- C. CCOE and LEA's, DHHS, & Probation agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this M.O.U. within ten (10) calendar days of such determination. CCOE and LEA's, DHHS, & Probation further agree to cooperate in the defense of any such actions.

#### **TERMINATION/SUSPENSION:**

This M.O.U. may be terminated without cause by either party upon thirty (30) days prior written notice to the other party. When required by law, this M.O.U. may be immediately suspended by either party upon notice to the other party; any such suspension shall not extend the term of this M.O.U.

#### **NOTICES:**

Any notice required to be given by the terms of this M.O.U. shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To CCOE:	Colusa County Office of Education 499 Marguerite Street, Suite B, Williams, CA 95987
To DHHS:	Colusa County Department Health & Human Services 251 E. Webster Street Colusa, CA 95932
To Probation:	Colusa County Probation 532 Oak St, Colusa, CA 95932 Colusa, CA 95932

To PJUSD: Pierce Joint Unified School District  
540-A 6<sup>th</sup> St  
Arbuckle, CA 95912

To WUSD: Williams Unified School District  
499 Marguerite St. Suite C  
Williams, CA 95987

To MUSD: Maxwell Unified School District  
515 Oak St  
Colusa, CA 95932

To CUSD: Colusa Unified School District  
745 Tenth St.  
Colusa, CA 95932

**INTEGRATION:**

This M.O.U. represents the entire and integrate agreement between CCOE and LEA's, DHHS, & Probation and supersedes all prior negotiations, representations, or agreements, either written or oral regarding the Purpose and Services set forth above.. This M.O.U. may be amended only by written instrument signed by the duly authorized representatives of CCOE and LEA's, DHHS, & Probation.

**REPRESENTATION OF AUTHORITY:**

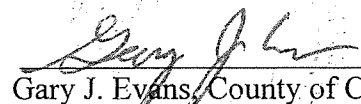
The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this M.O.U.

**COLUSA COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Michael P. West, Superintendent of Schools

Date: \_\_\_\_\_

**COUNTY OF COLUSA**

  
Gary J. Evans, County of Colusa

Date: 1/8/19

**APPROVED AS TO FORM**

  
\_\_\_\_\_  
Marcos A. Kropf, County Counsel

**ATTEST: Wendy Tyler, Clerk of the Board of Supervisors**

By   
\_\_\_\_\_  
Melissa Kitts, Deputy

**PIERCE JOINT UNIFIED SCHOOL DISTRICT**

\_\_\_\_\_  
Carol Geyer, Superintendent

Date: \_\_\_\_\_

**WILLIAMS UNIFIED SCHOOL DISTRICT**

\_\_\_\_\_  
Edgar Lampkin, Superintendent

Date: \_\_\_\_\_

**MAXWELL UNIFIED SCHOOL DISTRICT**

\_\_\_\_\_  
Zach Thurman, Superintendent

Date: \_\_\_\_\_

**COLUSA UNIFIED SCHOOL DISTRICT**

\_\_\_\_\_  
Dwayne Newman, Superintendent

Date: \_\_\_\_\_





## **Professional Consulting Services Proposal**

**Prepared for:**

**Colusa Unified School District**

Attention:

**Dwayne Newman**

Superintendent

Email: [dnewman@colusa.k12.ca.us](mailto:dnewman@colusa.k12.ca.us)

Phone: 530-458-7791 ext. 4001

Primary Contact:

**Jamie Iseman**

Vice President

Email: [jamie@kinginc.com](mailto:jamie@kinginc.com)

Phone: 916.382.9414



## **Experience and Qualifications**

### **Firm Information**

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities. Our work includes the completion of long range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies, school facilities needs analysis studies, and State eligibility and funding applications. For the past twenty-five years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 70 years of combined experience in capital facilities funding, demographic research, and long-range facility planning. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

When we work for our clients to obtain State funding they are assured that King Consulting has exhausted every possibility before submitting impeccably prepared documents that deliver maximum returns. We take the time to approach capital facilities programs or individual facility projects from multiple angles before pursuing the right one for each client individually, which often entails combining various funding mechanisms to maximize opportunity. Our staff works closely with District personnel to identify all potential funding sources, assists in the application process, and works with District staff and architects through project closeout. Furthermore, King Consulting has well-established critical relationships with all relevant State agencies (Office of Public School Construction, California Department of Education, etc.). Combined, our work experience has resulted in over \$1billion in State funding for our districts.

Finally, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year: King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts we get to work with.

Thank you for the opportunity to submit this proposal.

## **Scope of Service**

This document represents an agreement between **Colusa Unified School District** herein referred to as the Client, and **King Consulting**, herein referred to as the Contractor.

For the compensation stipulated, the Contractor shall provide the following services:

### **Review, prepare and submit documentation required to maximize the District's New Construction and Modernization eligibility under the State School Facility Program:**

1. Obtain from the District facilities and enrollment information required to determine the amount of state modernization and new construction grant funding eligibility under the State School Facility Program.
  - a. Review and compile current CalPADS enrollment data.
  - b. Prepare State enrollment projections using all available methodologies to ensure maximum eligibility is captured:
    - i. 5-Year Projection
    - ii. 10-Year Projection
    - iii. Modified and Alternative Weighting Mechanisms
    - iv. Birth Rate Adjustment (County & Zip Code)
    - v. Dwelling Unit Research and Augmentation
    - vi. Student Yield Factor Review
2. Review site diagrams for square footage, classroom counts, age of facilities. Prepare and update facility capacity database annually to include any new additional facilities.
3. Prepare required enrollment and facilities reports for District review and approval to file with the Office of Public School Construction to seek approval of Modernization and New Construction eligibility. Prepare annual updated enrollment and facilities reports as needed or required.
4. Secure State Allocation Board approval of District's eligibility.



**KING**  
CONSULTING

**Prepare and submit State Allocation Board applications for New Construction and Modernization projects to the Office of Public School Construction as determined by the identified funding opportunities.**

1. Work with the District staff, project managers, architects, and applicable State agency representatives to advance the District's applications and to establish timelines for completion of plans and State agency approvals to maximize the opportunity for funding approvals and meet the construction timelines and financial needs of the District.
2. Assist District with determination of project scope in order to secure maximum project eligibility and funding approvals.
3. Complete application for funding for District review and approval.
4. Assist the District in securing timely State Allocation Board funding approval upon filing Division of State Architect and California Department of Education approved final project plans with Office of Public School Construction.

#### **Other Facility Program Funding Options**

1. Assist with the preparation and submittal of California Department of Education plan approval requests.
2. Assist the District with planning services, as requested by the District, and as accepted by King Consulting.

## **Consulting Fees**

For the services outlined the Client shall pay King Consulting on a time and material basis at the hourly rate of \$165.00. Fee estimates for services are outlined below. King Consulting will bill the Client in increments of 15 minutes, and invoice on a monthly basis. The fees shall cover all normal business expenses incurred on behalf of the Client. Necessary visitations to the District by the Consultant will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval from the District.

The scope of the work necessary to complete the services listed in this Agreement is dependent on the availability and quality of the District's enrollment and facilities information and subject to SB 50 regulations.

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms and reports.

The terms of this agreement shall remain in force unless mutually amended. This agreement may be terminated by either party upon 30 days written notice.

## **Additional Considerations**

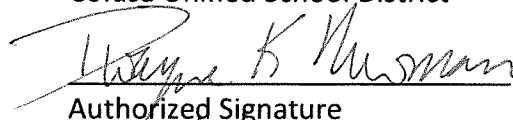
The Consultant shall be reimbursed as follows:

1. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.
3. Application filing fees and other state required fees are the responsibility of the District.

**Submitted by:**  
King Consulting

\_\_\_\_\_  
Authorized Signature  
Date:

**Accepted by:**  
Colusa Unified School District

  
\_\_\_\_\_  
Authorized Signature  
Date: 1/7/19

## **Fee Estimates**

### **State Funding Eligibility:**

50 hours per annual update

### **School Facility Program Application Services:**

Assist the District with obtaining California Department of Education approval for SFP funding applications

20 hours per application

Prepare and submit funding applications for New Construction projects to the Office of Public School Construction

50 hours per application

Prepare and submit funding applications for Modernization projects to the Office of Public School Construction

40 hours per application

## **References**

### **Chico Unified School District (14,228 students)**

163 E. 7<sup>th</sup> St.  
Chico, CA 95928

King Consulting has worked as the primary consultant for Chico Unified School District since 2004, preparing Demographic Analysis and Student Housing reports annually, assisting with and maximizing State School Facility Program eligibility and funding applications, and preparing boundary realignment studies as needed. We are currently contracted for various projects, including State School Facility Program assistance and boundary realignment.

**Contact:**

Julie Kistle, Director, Facilities and Construction. Phone: 530-891-3410

### **Ross Valley Elementary School District (2,094 students)**

110 Shaw Dr.  
San Anselmo, CA 94960

King Consulting has worked as the sub-consultant and, more recently, the primary consultant for Ross Valley Elementary School District since 2008, preparing Facility Master Plans, Boundary Studies, annual Enrollment Projection studies, Developer Fee Studies, and assisting with and maximizing State School Facility Program eligibility and funding applications and State Allocation Board appeals. Our contracts are ongoing. We are currently contracted for various projects, including a Developer Fee Justification study, a Demographic Analysis, and State school Facility Program assistance.

**Contact:**

Midge Hoffman, Chief Business Official. Phone: 415-451-4075

### **Napa Unified School District (18,093 students)**

110 Shaw Dr.  
San Anselmo, CA 94960

King Consulting has worked as the sub-consultant for Napa Valley Unified School District since 2004, preparing annual Demographic Analysis & Enrollment Projection Studies, Developer Fee Studies, Boundary Studies, and assisting with and maximizing State School Facility Program eligibility and funding applications. We are currently contracted for a multitude of services, including several State School Facility Program Facility Hardship projects.

**Contact:**

Jennifer Gibb, Facilities Financial Analyst. Phone: 707-253-6281