

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.

BOARD OF TRUSTEES REGULAR MEETING

• Wilson C. Riles Middle School - Multipurpose Room
4747 PFE Road, Roseville, CA 95747

Wednesday, April 7, 2010 - 6:00 p.m.

STATUS

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
 - 1. Public Employee Performance Evaluation (Certificated) Superintendent (G.C.§54957)
 - 2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA
 - 3. Student Expulsions/Readmissions (G.C. §54962)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION
- IV. CLOSED SESSION - 5:30 p.m.
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.
- VI. FLAG SALUTE
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action
- VIII. ADOPTION OF AGENDA Action

♫ **STUDENT PERFORMANCE:** The Wilson C. Riles Band, under the direction of Dave Myers, will be performing.

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

IX.	STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)		Info
	1. Center High School - Christine Sung		
	2. McClellan High School - Carmen Villalobos		
	3. Antelope View Charter School - Raymond Houston		
	4. Global Youth Charter School - Prentice Wysingle		
X.	REPORTS/PRESENTATIONS (8 minutes each)		Info
	1. Williams Uniform Complaint Quarterly Reporting - George Tigner		
	2. Education Technology K-12 Voucher Program - Craig Deason		
	3. California Uniform Public Construction Cost Accounting Act - Craig Deason & Mark Rosson (CPM)		
	4. 09-10 TRANS Update - Jeanne Bess		
XI.	COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited	
	Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.		
XII.	BOARD / SUPERINTENDENT REPORTS (10 minutes)		Info
XIII.	CONSENT AGENDA (5 minutes)	Action	
	NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.		
	1. Approve Adoption of Minutes from March 17, 2010 Regular Meeting		
	2. Approve Classified Personnel Transactions		
	3. Approve Memorandum of Understanding Between Global Youth Charter School and Center Joint Unified School District		
	4. Approve Memorandum of Understanding Between Center Joint Unified School District Antelope View Charter School		
	5. Approve Safe School and Emergency Preparedness Plan - CHS		
	6. Approve Safe School and Emergency Preparedness Plan - AVCS		
	7. Approve Safe School and Emergency Preparedness Plan - Oak Hill		
	8. Approve Contract for Mandated Cost Claims to Centration for Fiscal Year 2010/11		
XIV.	ADVANCE PLANNING	Info	
	a. Future Meeting Dates:		
	i. Wednesday, April 21, 2010 @ 6:00 p.m. - Wilson C. Riles Middle School Multipurpose Room		
	b. Suggested Agenda Items:		
XV.	CONTINUATION OF CLOSED SESSION (Item IV)	Action	
XVI.	ADJOURNMENT	Action	

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: April 21, 2010

To: Board of Trustees

Action Item

Information Item X

Attached Pages 1

From: George Tigner, Chief Administrative Officer

Initials: _____

SUBJECT: Williams Uniform Complaint Quarterly Reporting

As a result of the Williams legislation, all school districts in California are required to report quarterly summaries of all received Williams legislation complaints to the district's governing board. Once the item is reported to the Board, a summary is then forwarded to the district's county office of education.

Below is a summary of our Williams UCP complaints and will serve as our documentation to meet the reporting requirements of the Williams lawsuit. The attached data will be submitted to SCOE through an online process.

RECOMMENDATION: Informational Item

Agenda Item Number _____

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF WILLIAMS UCP COMPLAINTS-
January 2010 to March 2010

Areas of Complaints	# of Complaints	# Resolved	# Unresolved
Sufficiency Of Textbooks	0	0	0
Facilities Issues	0	0	0
Vacancy or Misassignment of Teachers	0	0	0
CAHSEE	0	0	0

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: April 7, 2010

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 19

Assist. Supt. Initials: CD

SUBJECT: Education Technology K-12 Voucher Program

At the request of the Board, a report detailing the Education Technology K-12 Voucher Program will be presented. The accompanying back-up will be summarized during the report.

Balance Statement

District Number: 3473973

District Name: CENTER JOINT UNIFIED
SCHOOL DISTRICT

District Award

Current Balance Summary

Total District Award:	\$202,197.02	Total Current Balance:	\$202,197.02
District Award GPV:	\$101,098.51	Total Current GPV:	\$101,098.51
District Award SV:	\$101,098.51	Total Current SV:	\$101,098.51

Date	Action	GPV Activity	GPV Balance	SV Activity	SV Balance
3/15/2007	Beginning Balance		\$101,098.51		\$101,098.51
3/25/2010	Current Balance		\$101,098.51		\$101,098.51

GPV = General Purpose Voucher
SV = Software Voucher

School Award Summary

District Number: 3473973

District Name: CENTER JOINT UNIFIED
SCHOOL DISTRICT

District Award

Total District Award:	\$202,197.02	
District Award GPV:	\$101,098.51	GPV = General Purpose Voucher
District Award SV:	\$101,098.51	SV = Software Voucher

School Name	School Number	Total Award	GPV
ARTHUR S. DUDLEY ELEMENTARY	6032908	\$37,543.62	\$18,771.81
CENTER HIGH	3430378	\$82,809.34	\$41,404.67
CYRIL SPINELLI ELEMENTARY	6032924	\$22,201.03	\$11,100.51
MCCLELLAN HIGH (CONTINUATION)	3430451	\$10,160.65	\$5,080.32
NORTH COUNTRY ELEMENTARY	6108948	\$28,907.06	\$14,453.53
WILSON C. RILES MIDDLE	0108621	\$20,575.32	\$10,287.66

Oak Hill, Antelope View Charter, Global Youth Charter were not eligible under the terms of the agreement.

Education Technology K-12 Voucher Program

Product Eligibility Information

The information below explains how to find out if a product or service is eligible for reimbursement using Education Technology K-12 Voucher Program vouchers.

Product Eligibility Information:

Qualified products or services must be purchased, and then your vouchers for those purchases may be redeemed for cash. For information as to what products or services may be purchased with Education Technology K-12 Voucher Program vouchers, click on the Frequently Asked Questions (FAQs) link on the left side of the page and refer to FAQ D-1.

Schools and districts are encouraged to contact the Settlement Claims Administrator prior to making purchases if there is any ambiguity as to the eligibility of a product or service.

Product Eligibility Inquiries:

If you wish to inquire about the eligibility of products or services, submit an email inquiry to ClaimsAdmin@EdTechK12VP.com. In your email, include the following information:

- Your name, title and telephone number.
- For districts, the district name and district number (first seven digits of CDS code).
- For direct-funded charter schools, the school name and school number (last seven digits of CDS code).
- The specific name of the product or service.
- For hardware products, identify the manufacturer.
- For software products, identify the publisher and state whether it is for use on a laptop, desktop or server.
- For IT support services, include the name of the approved provider and the name of the products procured through this settlement that were being installed or maintained.
- For professional development (PD) services,

include the name of the approved provider, name of the PD event, summary of the content, name of the products procured through this settlement that are the focus of the PD (if applicable), and if products will be provided to participants as part of the PD include the product name and manufacturer.

- Also include the reason for any ambiguity about the eligibility of the products or services submitted for reimbursement.

An email response, including a confirmation number, will be sent to you within seven to ten business days.

Please be sure to set any email filter you may be using to allow incoming email from ClaimsAdmin@EdTechK12VP.com.

If you are inquiring about two products or services or less, you may call the Settlement Claims Administrator at 1-800-419-5286 with the product or service information. You will receive a verbal eligibility response over the telephone and a follow-up email response, including a confirmation number, will be sent to you within seven to ten business days.

Confirmation numbers are not required for redemption of vouchers. They are provided solely for the convenience of the school districts.

Purchase Dates:

Vouchers may only be redeemed for eligible products and/or services purchased between July 1, 2006 and September 25, 2012.

Caution:

Be wary of vendor claims that their products or services are eligible for redemption. Schools and districts are responsible for verifying with the Settlement Claims Administrator that the product or service is eligible for redemption prior to making a purchase.

The Settlement Claims Administrator does not accept vendor inquiries.

Education Technology K-12 Voucher Program

How to Redeem Vouchers

First, you must purchase eligible products or services, and then your vouchers for those purchases may be redeemed for cash. The information below explains how to redeem your Education Technology K-12 Voucher Program vouchers for cash reimbursement for eligible purchases.

Product Eligibility: For information as to what products or services may be purchased with Education Technology K-12 Voucher Program vouchers, click on the Product Eligibility Information link on the left side of the page.

To Redeem Vouchers: Complete the original Redemption Form for your district.

In each section of the Redemption Form (Product Purchases, IT Support Services and Professional Development Services Purchases), you must indicate the number of products and/or services you purchased and the dollar amounts.

The original Redemption Form must be signed by an individual authorized to sign and submit redemptions for your district as named in your district RFA.

Attach the required documentation.

Required for All Purchases:

For all purchases, enclose the **original** itemized receipt or vendor invoice. (If it is not possible to enclose the original, please call the Settlement Claims Administrator at 1-800-419-5286.)

- If claiming individual items on an invoice or receipt, circle the dollar amount of the items you are submitting for reimbursement.
- If claiming all items on the invoice or receipt, circle the total price paid.
- If only a portion of a purchase is being claimed for reimbursement, clearly indicate the amount claimed on the invoice or receipt.

- If rebates or discounts were applied, clearly indicate the amount of the rebate/discount and the actual price paid on the receipt or invoice.
- If claiming software that is eligible for reimbursement with the Specific Category Software Vouchers but is not itemized on the invoice because it was preinstalled as part of a new computer purchase, note on the invoice which software products were preinstalled. The Settlement Claims Administrator will reimburse each such eligible preinstalled software title on the Specific Category Software Voucher using the approved standard prices below.
 - Microsoft Office for Mac \$50
 - Microsoft Office Pro for Mac \$62
 - Microsoft Windows (including Vista) \$59
 - Microsoft Office Standard \$50
 - Microsoft Office Enterprise \$79
 - Microsoft Office Pro \$62
 - Mac OS X \$69
 - iLife '06 or '08 Suite \$39
- Vendor price certification is required for all purchases.
 - Vendor price certification may be typed or handwritten.
 - The vendor must certify that the prices on the receipt or invoice are their standard academic prices for the products or services, or if academic prices are not available, the prices are the normal or standard prices charged by the vendor for such products or services.
 - The vendor price certification may be contained in the invoice or it may be contained in a bid, price quote, email from the vendor, or other document attached to the invoice submitted for redemption. Any document attached to the invoice must align with the items being claimed on

the invoice (i.e., invoice number, number of items, item description, costs, etc.). Any document attached to the invoice may be a photocopy as long as the original invoice is submitted.

- If a purchase is made through a CalSAVE, CMAS, US Communities, or WSCA pricing contract, documentation of the pricing contract name and contract number will be accepted as vendor price certification.
- Following is a template districts may use to request vendor price certification for past purchases.

**Email Request for Vendor Price
Certification from <Insert Vendor Name>**

Dear <insert name of sales representative>,

We ordered products and/or services from you and were billed on the invoices listed below. We are seeking reimbursement for these purchases through the California Education Technology K-12 Voucher Program. A requirement for program reimbursement is that the vendor certify the prices we paid were standard academic prices, or the standard prices if academic prices were not available.

Please reply to this email with your certification statement that the prices we paid on the purchases referenced below were standard academic prices, or standard prices if academic prices were not available.
Thank you in advance for your prompt reply.

<u>Invoice Date</u>	<u>Invoice Number</u>
<insert date>	<insert invoice number>

Please contact me if you have any questions.

Sincerely,
<Insert district contact name>
<Insert school district name>

Vouchers may only be redeemed for eligible products and/or services purchased between July 1, 2006 and September 25, 2012.

**Additional
Requirements for IT
Support Services:**

IT Support Services documentation must show the requirements described in the "Required for All Purchases" section above and also:

- Name of the approved provider.
- Name of products procured through this settlement being installed or maintained.
- Flat rate, or hourly rate if applicable.
- Number of hours spent on the installation or maintenance.
- Date of installation or maintenance.

All IT Support Services must be provided by an Approved Provider of IT Support Services. Note that the fact that a provider is on the Approved Provider list **does not** mean that all services offered by the provider are eligible. [Click Here](#) to review current Approved Providers.

**Additional
Requirements for
Professional
Development Services:**

Professional Development (PD) Services documentation must show the requirements described in the "Required for All Purchases" section above and also:

- Name of the approved provider.
- Name of PD event.
- Agenda or summary of content.
- Flat rate, or hourly rate if applicable.
- Number of hours spent on the PD.
- If products procured through this settlement were the focus of the PD, then the names of those products must be listed.
- Dates of the PD.
- If products were provided to participants as part of the PD, products and their cost must be listed separately.

All PD Services must be provided by an Approved Provider of PD Services. Note that the fact that a provider is on the Approved Provider list **does not** mean that all services offered by the provider are eligible. [Click Here](#) to review current Approved Providers.

Mail to:

Settlement Claims Administrator
Microsoft-California Settlement
P.O. Box 1125
Minneapolis, MN 55440-1125

Redemption Forms must be signed and postmarked on or before September 25, 2012.

Vouchers cannot be transferred to any person or entity and cannot be transferred between districts.

**Reimbursement
Timeline:**

Reimbursement checks will be mailed to districts within approximately 30 days from receipt of voucher redemption transaction requirements.

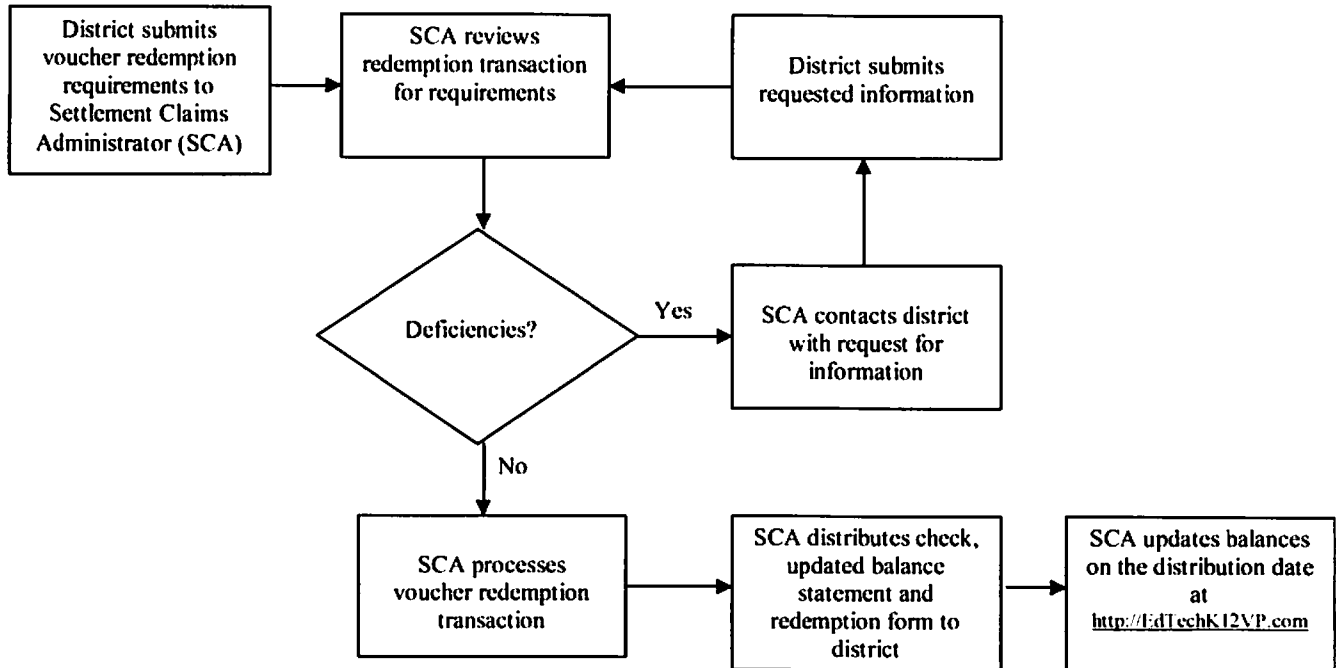
**Voucher Redemption
Flowchart:**

Click on the link below to view a flowchart for the voucher redemption process.

[Voucher Redemption Flowchart](http://edtechk12vp.com/voucher.aspx)

<http://edtechk12vp.com/voucher.aspx>

Voucher Redemption Flowchart





School Eligibility for the Ed Tech K-12 Voucher Program

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

<p>School Eligibility</p> <p>Please note: The eligibility criteria described on this handout is for the first <i>cy pres</i> round of funding. The details for the second <i>cy pres</i> are still being determined.</p> <p>It has not yet been determined which year's Free and Reduced Price Lunch data will be used to qualify schools for the second <i>cy pres</i> round of funding.</p>	<ul style="list-style-type: none"> • Eligibility for the Ed Tech K-12 Voucher Program is determined on a school-by-school basis; Lead Education Agencies (LEAs) will submit the online application on behalf of their eligible schools. • Eligible schools include all public K-12 public schools at which at least 40% of the attending students are eligible to receive free or reduced price meals through the National School Lunch Program. <i>(Please see instructions on page 3 for checking free/reduced price meal percentages.)</i> • Eligible schools also include all public high schools in California that serve students from eligible elementary, middle and junior high schools. <i>(Feeder School Provision – explained on page 2)</i> • State Special Schools are eligible to apply, regardless of their Free and Reduced Price Lunch (FRPL) status. • Districts must have a current, state-approved technology plan. Check technology plan status at: http://www.cde.ca.gov/ls/et/rs/techplan.asp • State Special Schools, direct-funded charter schools, and county offices of education do not have to meet the state-approved technology plan requirement and can apply on their own behalf. • Eligibility and funding allocations are based on 2005* CBEDS data.
<p>Program Definition of "High School"</p>	<ul style="list-style-type: none"> • The definition of a <i>public high school</i>, for the purposes of this program, is any school that serves: <ul style="list-style-type: none"> – Grade 9 only, or – Serves one or more grades 10-12, with no grade below 7 • Only <i>public high schools</i> may qualify under the feeder school provision. • If a <i>public high school</i> has 40% free or reduced price lunch eligibility as determined by its 2005 CBEDS data, it is by default an eligible school. <p><i>Please note: The public high school definition and feeder school provision apply to all continuation, alternative, and other types of schools that meet the definition.</i></p>

The TechSETS web site provides additional resources that support the Ed Tech K-12 Voucher Program: <http://www.techsets.org/support/voucher.aspx>.



School Eligibility for the Ed Tech K-12 Voucher Program

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

Program Definition of "Feeder School"

A high school qualifies for participation if any of the currently-enrolled (2006-2007) students it serves came from a qualifying elementary or middle/junior high school.

- The definition of a "feeder school" to a *regular public high school* is any eligible elementary or middle/junior high school in which the high school's **2006-07** students were previously enrolled.
- The definition of a "feeder school" to an *open enrollment or magnet public high school* is any eligible elementary or middle/junior high school in which the high school's **2006-07** students were previously enrolled.
- Student transfers do not apply under this program.

Please note:

- *The public high school definition and feeder school provision apply to all continuation, alternative, and other types of schools that meet the definition.*
- *The feeder school provision applies only to high schools. Middle/junior high schools must have at least 40% Free and Reduced Price Lunch eligibility to be funded under this program.*

Making Corrections to the list of Eligible Schools

Corrections to a district's list of eligible schools will only be allowed until the first *cy pres* application deadline: June 30, 2008. It is important to note that the feeder-school criteria are based upon currently-enrolled high school students during the 2006-2007 school year (not 2007-2008). Please contact the CDE to request corrections to a submitted application (see below).

CDE Contact Information for K-12 Voucher Program

Web site:
<http://www.cde.ca.gov/ls/et/st/etv.asp>

Email:
John Vardanega, jvardane@cde.ca.gov or
k12voucheradmin@cde.ca.gov

Phone:
John Vardanega, (916) 323-2241 or (916) 323-5715

The TechSETS web site provides additional resources that support the Ed Tech K-12 Voucher Program: <http://www.techsets.org/support/voucher.aspx>.

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

**Directions for
Viewing a School's
Free and Reduced
Price Meals
percentage**

- Go to the DataQuest web site: <http://data1.cde.ca.gov/dataquest/>
- Select the report level = District
- Select the report subject = Create your own report
- Click "Submit"
- Determine Time Frame = 2005-06
- Enter District name
- Click "Submit"
- Check the "Free or Reduced Price Meals" checkbox
- Scroll down and select your district name
- Check the "District Summary (with school data)" checkbox
- Click "Submit"

Please note: DataQuest does not display data for schools or districts with 5 or fewer students, even though the CDE has this data on file. If "n/a" is displayed, please verify the FRPL percentage by checking your ConApp records.

The TechSETS web site provides additional resources that support the Ed Tech K-12 Voucher Program: <http://www.techsets.org/support/voucher.aspx>.



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Timeline for the Ed Tech K-12 Voucher Program

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

Timeline	
July 1, 2006	The start date for purchases under this program (first <i>cy pres</i>)
September 2006	<ul style="list-style-type: none"> Online Request for Application (RFA) went live on September 25, 2006, for the first round of funding (first <i>cy pres</i>). Online Request for Application (RFA) closed on June 30, 2008, for the first <i>cy pres</i>. The Settlement Claims Administrator web site includes a current list of eligible schools and estimated funding allocations, based on \$50.80 per student: http://www.edtechk12vp.com/admin/statementAdmin.aspx. The per-pupil allocation is expected to increase sometime during 2009.
October 2006	<p>An Informational Program Video for the Ed Tech K-12 Voucher Program was posted on the CDE web site. This presentation was recorded on September 28, 2006, and features a detailed description of the program guidelines, presented by the settlement attorneys and Claims Administrator. The presentation is about 70 minutes in length and is broken into three segments, for easier viewing.</p> <p>http://www.cde.ca.gov/ls/et/st/etvipv.asp</p>
October/November 2006	<p>Preliminary Voucher Award Notification Letters were sent to all Lead Education Agencies (LEAs) that successfully completed the online application. Notifications were mailed on a weekly basis thereafter to all LEAs that successfully completed the application.</p> <ul style="list-style-type: none"> The initial allocation was approximately \$50.80 per student, which is expected to increase sometime during 2009. 2005 CBEDS enrollment data was used to calculate the voucher award for each eligible school. The district allocation was based upon the total enrollment at eligible schools.
December 2006	<p>Settlement Claims Administrator call center staff members began responding to product and service eligibility questions from school and district personnel.</p> <p>800-419-5286 ~ 7 AM to 4:30 PM ~ Monday – Friday</p>

(continued)

The **TechSETS** web site provides additional resources that support the Ed Tech K-12 Voucher Program: <http://www.techsets.org/support/voucher.aspx>.



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Timeline for the Ed Tech K-12 Voucher Program

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

Timeline - Continued	
April 30, 2008	<ul style="list-style-type: none"> • 144 schools were added to the eligible schools list. • Districts with approved applications were able to edit their list of eligible schools if any of the 144 newly-eligible schools also served as a feeder school for one or more Potentially Eligible High Schools.
June 30, 2008	<ul style="list-style-type: none"> • Deadline for submitting the online Request for Application (RFA) • All eligible districts that did not apply will be removed from the funding calculation list. • All Potentially Eligible High Schools with no identified feeder school will be removed from the funding calculation list.
Estimated during 2009	<ul style="list-style-type: none"> • The Parties (attorneys) will announce an increase in the per-pupil allocation. • The estimated voucher allocations will be recalculated and revised voucher award notifications will be sent to all funded districts and direct-funded charter schools. • The balance statements will be updated on the Settlement Claims Administrator web site to reflect the revised voucher awards.
Estimated during 2010	<ul style="list-style-type: none"> • Online Request for Application (RFA) will be posted for second cy pres (second round of funding). • The eligibility criteria have not yet been announced for the second cy pres.
June 30, 2012	Deadline for applying to be an Approved Provider for IT support services or professional development services
September 25, 2012	Redemption Forms must be signed and postmarked on or before September 25, 2012.
	<ul style="list-style-type: none"> ➤ It is estimated that the Settlement Claims Administrator will respond to product and/or services eligibility inquiries within 7 to 10 days of receiving the inquiry. ➤ It is estimated that reimbursement payments will be mailed within 30 calendar days of submitting claims to the Settlement Claims Administrator, provided that all required documentation is submitted and in good order.
<p>The TechSETS web site provides additional resources that support the Ed Tech K-12 Voucher Program: http://www.techsets.org/support/voucher.aspx.</p>	



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Timeline for the Ed Tech K-12 Voucher Program

This information was updated on March 2009. The California Department of Education (CDE) web site is the official source of information for the Ed Tech K-12 Voucher Program: <http://www.cde.ca.gov/ls/et/st/etv.asp>.

Questions?	
California Department of Education <i>Education Technology Office</i>	<p>For questions related to: 1) the online application and approval process, 2) the list of Approved Providers for IT and Professional Development services, and 3) general program information as posted on the CDE web site:</p> <p>Web: http://www.cde.ca.gov/ls/et/st/etv.asp</p> <p>Email: John Vardanega, jvardane@cde.ca.gov or k12voucheradmin@cde.ca.gov</p> <p>Phone: John Vardanega, (916) 323-2241 or (916) 323-5715</p>
Settlement Claims Administrator <i>for K-12 Voucher Program</i>	<p>For questions related to: 1) balance statements, 2) eligibility status for products and/or services, 3) changes to the authorized signers of voucher redemption forms, 4) the voucher redemption process, and 4) general program information:</p> <p>Web: http://www.EdTechk12VP.com</p> <p>Email: ClaimsAdmin@EdTechK12VP.com</p> <p>Phone: (800) 419-5286 (Toll free; 7:00 AM – 4:30 PM)</p> <p>Mail: Ed Tech K-12 Voucher Program - California - Claims Administrator P.O. Box 1125 Minneapolis, MN 55440-1125</p>

The TechSETS web site provides additional resources that support the Ed Tech K-12 Voucher Program: <http://www.techsets.org/support/voucher.aspx>.

**Settlement Claims Administrator
Microsoft-California Settlement
P.O. Box 1125
Minneapolis, MN 55440-1125**

KEVIN J. JOLLY
CENTER JOINT UNIFIED SCHOOL DISTRICT #3473973
8408 WATT AVE.
ANTELOPE, CA 95843-9116

March 15, 2007

COPY

Re: California Education Technology K-12 Voucher Program

Dear Superintendent:

Your application for the California Education Technology K-12 Voucher Program has been approved. Enclosed are the initial Balance Statement and Redemption Form for your school district. The initial funding award for your school district is \$202,197.02.

The initial awards are based upon the \$250,000,000 (\$50.80 per student) estimate provided by the Parties to the Settlement, as explained in the memo dated September 18, 2006, from the State Superintendent. It is anticipated that these amounts will be recalculated and may be increased in early 2007. When the amounts are recalculated, all districts whose applications have been approved will be sent an amended voucher award notification letter by the Settlement Claims Administrator. All districts whose applications are approved after the estimate of the total voucher amount is revised will be funded at the recalculated level as well. The estimated total value of the California Education Technology K-12 Voucher Program remains at \$400 to \$600 million.

Fifty percent of your district's award is in the form of General Purpose Vouchers which may be used to obtain reimbursement for purchases of eligible computer hardware, IT support services, professional development services and a broad array of computer software. Fifty percent of your district's award is in the form of Specific Category Software Vouchers that can be used to obtain reimbursement only for purchases of particular types of software sold by any software publisher (see FAQ #D1 at www.cde.ca.gov/ls/ct/st/etvfaq.asp for more information). At this time, your vouchers may only be redeemed for eligible products and/or services purchased between July 1, 2006, and September 25, 2012 for use in eligible schools within your district. California Education Technology K-12 Voucher Program vouchers cannot be transferred to any person or entity and cannot be transferred between districts.

It is important to note that vouchers may only be used in eligible schools, except that server products may be used by a school district for the benefit of both Eligible Schools and ineligible schools within the district, so long as the Eligible Schools receive a substantial benefit from such use. So, with that exception, products obtained through this settlement cannot be used in ineligible schools and cannot be transferred from eligible schools to ineligible schools. However, the eligible schools can replace or retire the products when that is appropriate.

To redeem your vouchers, follow the instructions provided on the enclosed Redemption Form. Each time you submit a redemption transaction with the required documentation, the Settlement



Claims Administrator will send a check to your district in the amount of the eligible purchases up to the amount of your district's award within approximately 30 days of your submission. If the purchases submitted total less than the amount of your district's award, you will receive a check in the amount of your eligible purchases along with a new Balance Statement and a Redemption Form for the balance.

In addition to the paper Balance Statement, you may view your district's balance online at www.EdTechK12VP.com. Balances are updated on the date the reimbursement check is mailed, which will be within approximately 30 days after submitting your redemption transaction for reimbursement.

The broad categories of products and services that are eligible for reimbursement are clearly described at www.EdTechK12VP.com. However, it is the responsibility of the school district to confirm the eligibility of a specific product or service if there is any ambiguity concerning eligibility. If you are unsure of the eligibility of a product or service, contact the Settlement Claims Administrator toll-free at 1-800-419-5286. Only the Settlement Claims Administrator can confirm eligibility of a specific product or service. Even if a vendor is an "approved provider" for IT Support and/or Professional Development services, that does not mean that all of the specific products and services sold by that vendor are approved under the settlement.

If you have questions concerning the California Education Technology K-12 Voucher Program, please call the Settlement Claims Administrator at 1-800-419-5286, Monday through Friday, 7:00 a.m. through 4:30 p.m. Pacific. Information on the redemption process, including Frequently Asked Questions (FAQs), may also be obtained at www.EdTechK12VP.com.

Sincerely,

Settlement Claims Administrator
Microsoft-California Settlement

COPY



Settlement Claims Administrator
Microsoft-California Settlement
P.O. Box 1125
Minneapolis, MN 55440-1125

For the benefit of:

DISTRICT NUMBER: 3473973
KEVIN J. JOLLY
CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 WATT AVE.
ANTELOPE, CA 95843 9116

Current Voucher Balance:

\$202,197.02



Microsoft-California Education Technology K-12 Voucher Program Balance Statement

GPV = General Purpose Voucher

SV = Specific Category Software Voucher

Date	Action	GPV Activity	GPV Balance	SV Activity	SV Balance
03/15/2007	Beginning Balance		\$101,098.51		\$101,098.51

COPY

If you purchase eligible products or services that cost less than the amount of your voucher balance, you will receive a check in the amount of your purchase and a new voucher redemption form for the balance.

Voucher Categories, GPV and SV:

Vouchers will be issued in two categories: 1) General Purpose Vouchers and 2) Specific Category Software Vouchers. General Purpose Vouchers may be used to purchase specific hardware, any non-custom software for that hardware, evaluation tools, information technology (IT) support services, and professional development (PD) services. IT and PD services must be obtained from approved providers. Specific Category Software Vouchers may only be utilized to purchase specific categories of software that are published or sold by any software provider. Both the General Purpose and Specific Category Software Vouchers may be applied in an amount no greater than the standard academic price, or if an academic price is not available, in an amount not to exceed the normal or standard price established by the manufacturer or vendor for the products and/or services purchased. For examples of eligible products and services that may be purchased, go to www.EdTechK12VP.com or call the Claims Administrator toll-free at 1-800-419-5286.

Caution: Be wary of vendor marketing. It is the responsibility of the school district to confirm the eligibility of a specific product or service. If you are unsure of the eligibility of a product or service, contact the Claims Administrator toll-free at 1-800-419-5286. Only the Claims Administrator can confirm eligibility of a specific product or service. Even if a vendor is an "approved provider" for IT and/or PD services, that does not mean that all of the specific products and services sold by that vendor are approved under the settlement.

Microsoft-California Education Technology K-12 Voucher Program Redemption Form

To redeem your vouchers:

1. Complete the Product Purchases and/or Services Purchases section(s) of this Redemption Form. For each of the voucher categories, indicate the number of products and/or services you purchased and the dollar amounts. For more information concerning the categories of products, go to www.EdTechK12VP.com or call the Claims Administrator toll-free at 1-800-419-5286. Vouchers may only be redeemed for eligible products and/or services purchased between July 1, 2006 and September 25, 2012. **Vouchers cannot be transferred to any person or entity and cannot be transferred between districts.**
2. Attach the original receipts and/or vendor invoices and other requested documentation for the products and services purchased.
3. Sign each completed section and mail this original Redemption Form to: **Claims Administrator, Microsoft-California Settlement, P.O. Box 1125, Minneapolis, MN 55440-1125.** Forms must be signed and postmarked on or before September 25, 2012.

CENTER JOINT UNIFIED SCHOOL DISTRICT

District Number: 3473973



Product Purchases

For eligible products purchased:

1. For each of the voucher categories (general purpose and specific category software) on the right, indicate the number of products you purchased and the dollar amounts.
2. Enclose the original itemized receipt or vendor invoice for products purchased AND circle the items you are submitting for reimbursement. If rebates or discounts were applied, clearly indicate the amount of the rebate/discount and the actual price paid on the receipt or invoice. The receipt or invoice must show separate prices for the products and the vendor must certify that the prices are no greater than its standard academic prices, or if academic prices are not available, are the normal or standard prices charged by the vendor for such products.

COPY

General Purpose Voucher:

Number of Products Purchased: _____

Amount Claimed: \$ _____

Specific Category Software Voucher:

Number of Products Purchased: _____

Amount Claimed: \$ _____

I certify that the above named district purchased the eligible products described in the proof of purchase attached to this voucher on or after July 1, 2006 for an eligible school and the products have not been and will not be redeemed through another program.

Authorized Signature: _____

Printed Name: _____ Date: _____

IT Support Services and Professional Development Services Purchases

For eligible IT support services or PD services purchased:

1. Indicate the number of services you purchased and the dollar amounts.
2. Enclose the original itemized receipt or vendor invoice for services purchased (or if the services are provided through the district, enclose the original spreadsheet, worksheet or internal service order) AND circle the items you are submitting for reimbursement. If rebates or discounts were applied, clearly indicate the amount and the provider of the rebate/discount and the actual price paid on the receipt or invoice. The receipt or invoice (or if the services are provided through the district, the spreadsheet, worksheet or internal service order) must show separate prices for the services and the vendor or provider must certify that the prices are no greater than its standard academic prices, or if academic prices are not available, are the normal or standard prices charged by the vendor or provider for such services.
3. For IT Support Services, the documentation must show: name of the approved provider, name of the products procured through this settlement that were being installed or maintained, the hourly rate and number of hours spent on the installation or maintenance (or flat rate if applicable), and the date of the installation or maintenance.
4. For PD Services, the documentation must show: name of the approved provider, name of the PD event, agenda, and summary of the content, the hourly rate and number of hours spent on the PD (or flat rate if applicable), name of the products procured through this settlement that were the focus of the PD (if applicable), the dates of the PD, and if participants

received products as part of the PD, the products and their cost must be listed separately. Note that substitute teacher costs, food, lodging, and travel are not allowable expenses.

General Purpose Voucher:

Number of Services Purchased: _____

Amount Claimed: \$ _____

I certify that the above named district purchased eligible services described in the proof of purchase attached to this voucher on or after July 1, 2006 for an eligible school and these services have not been and will not be redeemed through another program. I certify that any IT support services purchases submitted for reimbursement primarily involve the maintenance of hardware procured through this program or the installation and maintenance of software procured through this program.

Authorized Signature: _____

Printed Name: _____ Date: _____

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: April 7, 2010

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 12

Assist. Supt. Initials: CD

SUBJECT: California Uniform Public Construction Cost Accounting Act

Craig Deason and Mark Rosson, Principal of Capital Program Management, will present a report on the California Uniform Construction Cost Accounting Act. This bidding process will save the District money and time on contracted maintenance projects and small construction projects. Resolutions adopting these accounting and bidding procedures will be brought to the next meeting at the Board's will.

California Uniform Public Construction Cost Accounting Act
(CUPCCAA)

- The CUPCCA Act provides a system of accounting procedures and bidding rules set forth in Public Contract Code section 22000.
- Bid thresholds change from \$15,000 to \$30,000 without public bid, thus reducing the need for external consulting services.
- Public projects from \$30,000 to \$125,000 may be awarded by informal bidding procedures.
 1. The District develops and maintains a list of qualified contractors for each trade using prequalifying criteria to build quality pools.
 2. Each trade pool then bids on projects specific to their trade which are awarded to the low bidder.
- Public projects over \$125,000 follow normal public bidding procedures.
- The CUPCCAA is enacted by the Board passing two resolutions: one adopting the uniform construction cost accounting procedures and one adopting the informal bidding procedures.
- The purposes for implementing the CUPCCAA include: reductions in costs for external consulting services, formal advertising costs, and administrative costs; savings from reducing general contractor mark-up; and increases competition within each trade. Furthermore, the CUPCCAA saves time by reducing formal advertising timelines and provides an efficient way to execute deferred maintenance projects.

Center Joint Unified School District



Established 1858

April 21, 2010

Facilities and Operations

8408 Watt Avenue • Antelope, CA 95843-9116
(916) 338-6337 or (916) 338-6417 • Fax (916) 338-6339

BOARD OF TRUSTEES

Nancy Anderson
Gary N. Blenner
Matthew L. Friedman
Libby A. Williams
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

Office of State Controller
Division of Accounting and Reporting
Local Government Policies Section
P.O. Box 942850
Sacramento, CA 94250

Re: Adoption of the California Uniform Construction Cost Accounting Act ("Act") by
the Center Joint Unified School District ("District")

Dear Sir or Madam:

Pursuant to the relevant instructions of the Cost Accounting Policies and Procedures Manual of the California Uniform Public Construction Cost Accounting Commission, the District hereby provides the Office of State Controller with notification of the District's adoption of the Act.

Enclosed for your records is a copy of the resolutions adopted by the District's governing board adopting the Act and the policies and procedures thereof.

Please contact the undersigned if you have any questions or concerns regarding the foregoing.

Sincerely,

Craig Deason, Assistant Superintendent
Facilities and Operations
Center Joint Unified School District

Enclosures

**CENTER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. _____**

**RESOLUTION ADOPTING INFORMAL BIDDING PROCEDURES PURSUANT TO
THE UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT**

WHEREAS, Public Contract Code section 22000 et seq. sets forth the Uniform Public Construction Cost Accounting Act (the “Act”); and

WHEREAS, the Act provides for the implementation of uniform construction cost accounting procedures for all public agencies electing to participate, together with instructions for their adoption and implementation by any public agency; and

WHEREAS, pursuant to Public Contract Code section 22030, the Governing Board of the Center Unified School District (“District”) formally elected to become subject to the procedures set forth in the Act and to the California Uniform Public Construction Cost Accounting Commission’s Policies and Procedures Manual and cost accounting review procedures by adopting Resolution #[NUMBER] on [DATE]; and

WHEREAS, pursuant to Public Contract Code section 22034, any public agency that elects to become subject to the Act must adopt informal bidding procedures to govern the selection of contractors to perform public projects pursuant to Public Contract Code section 22032(b);

NOW, THEREFORE, the Governing Board of the Center Unified School District hereby resolves as follows:

1. That the above recitals are all true and correct.
2. That public projects undertaken by the District, as defined by the Act and in accordance with the limits listed in Public Contract Code section 22032, may be let to contract by informal procedures as set forth in Public Contract Code section 22032.
3. That the District shall develop and maintain a list of qualified contractors, identified according to categories of work, in accordance with the provisions of Public Contract Code section 22034 and criteria promulgated from time to time by the California Uniform Public Construction Cost Accounting Commission.
4. That in the event the District undertakes a project which is subject to Public Contract Code section 22032(b), a notice inviting informal bids shall be mailed to all contractors on the qualified contractors list for the category of work being bid. If the product or service sought by the District is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.

5. That the notice inviting informal bids shall describe the project in general terms and explain how to obtain more detailed information about the project, and state the time and place for the submission of informal bids.
6. That the District Superintendent or the Superintendent's designee is authorized to award informal contracts pursuant to this Resolution.
7. That this Resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED this ____ day of _____, by the following vote of the members of the Governing Board of the Center Unified School District:

AYES:

NOES:

ABSTAINING:

ABSENT:

**CENTER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. _____**

**RESOLUTION ADOPTING UNIFORM PUBLIC CONSTRUCTION
COST ACCOUNTING PROCEDURES**

WHEREAS, Public Contract Code section 22000 et seq. sets forth the Uniform Public Construction Cost Accounting Act (the "Act");

WHEREAS, the Act provides for the implementation of uniform construction cost accounting procedures and informal bidding procedures for all public agencies electing to participate, together with instructions for their adoption and implementation by such public agencies;

WHEREAS, pursuant to Public Contract Code sections 22010 and 22017, the California Uniform Construction Cost Accounting Commission (the "Commission") developed and recommended to the State Controller uniform construction cost accounting and informal bidding procedures (the "Uniform Procedures") consistent with Public Contract Code sections 22031 through 22045 for consideration;

WHEREAS, pursuant to Public Contract Code section 22019, the State Controller adopted the Uniform Procedures;

WHEREAS, the Act only applies to a public agency whose governing board has by resolution elected to become subject to the Uniform Procedures and has notified the State Controller of that election;

WHEREAS, California public agencies such as unified school districts and county offices of education are eligible to adopt the Uniform Procedures pursuant to the Act;

WHEREAS, the Governing Board of the Center Unified School District ("District") has determined that it is in the best interests of the District to elect to become subject to the Uniform Procedures;

NOW, THEREFORE, the Governing Board of the Center Unified School District hereby resolves as follows:

1. That the above recitals are all true and correct.
2. That maintenance contracts as defined in Public Contract Code section 20115 shall not be subject to the Act and the Uniform Procedures.
3. That the Board of Trustees hereby elects pursuant to Public Contract Code section 22030 to become subject to the Uniform Procedures set forth in the Act and to the

Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended, and directs District staff to notify the State Controller of this election.

4. That this Resolution shall take effect immediately upon its adoption.

PASSED AND ADOPTED this ____ day of April 2010, by the members of the Governing Board of the Center Unified School District.

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

A PROFESSIONAL CORPORATION
ATTORNEYS AT LAW

5776 STONERIDGE MALL ROAD, SUITE 200
PLEASANTON, CALIFORNIA 94588
(925) 227-9200

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(562) 653-3200
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FRESNO
(559) 225-6700
FAX (559) 225-3416

IRVINE
(949) 453-4260
FAX (949) 453-4262

RIVERSIDE
(951) 683-1122
FAX (951) 683-1144

SACRAMENTO
(916) 923-1200
FAX (916) 923-1222

SAN DIEGO
(858) 485-9526
FAX (858) 485-9412

OUR FILE NUMBER:

005484.00006
240084v1

March 10, 2010

Craig Deason, Assistant Superintendent
Facilities and Operations
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843-9116

Re: Adoption and Implementation of the California Uniform Public Construction Cost Accounting Act

Dear Craig:

Per your request, the purpose of this correspondence is to discuss the Uniform Public Construction Cost Accounting Act (the "Act")¹.

Background, Exception from Bidding

The Act provides a system of accounting procedures and bidding rules for public agencies that have elected to formally adopt the provisions of the Act. Among the most significant features of the Act is a set of limited exceptions from the competitive bidding requirements set forth in section 20111. Section 20111 provides that the governing board of a school district must let contracts for public construction projects exceeding \$15,000 to the lowest responsible bidder. Section 20111 further provides that contracts exceeding \$50,000 for non-construction services, including maintenance (as statutorily defined in section 20115), must be let to the lowest responsible bidder; however, that amount is adjusted annually since the statute was enacted, and is \$78,500 for 2010.

By contrast, the Act, at section 22032, provides that public agencies that have elected to become subject to the Act may award construction contracts as follows²:

¹ The Act includes the statutes found at Public Contract Code section 22000 et seq. and the procedures set forth in the *Cost Accounting Policies and Procedures Manual of the California Uniform Public Construction Cost Accounting Commission*. The Manual may be found at the following link: <http://www.sco.ca.gov/ard/local/cuccac/>. All statutory references herein shall be to the Public Contract Code unless otherwise specified.

² Please note that the dollar amounts set forth in sections 22032 and 22034 are adjusted every few years by the State Controller. The amounts set forth in this correspondence became effective July 1, 2005.

- (a) Public projects of \$30,000 or less may be performed by the employees of a public agency by force account, by negotiated contract, or by purchase order.
- (b) Public projects of \$125,000 or less may be let to contract by informal bidding procedures as set forth in the Act.

Section 22034 provides that in the event all informal bids received are in excess of \$125,000, the governing board of the public agency may, by four-fifths vote, award the contract at \$137,500 or less to the lowest responsible bidder, if it determines that the cost estimate of the public agency was reasonable.

Separate Election to Make Maintenance Subject to the Act

“Maintenance,” as defined by statute, is not automatically governed by the Act upon adoption for general public project bidding purposes. Public Contract Code section 22032, which sets forth the dollar thresholds under the Act, is expressly applicable only to “public projects.” “Public projects” is defined under the Public Contract Code at section 22002, subsection (c), as any of the following:

- (1) Construction, reconstruction, erection, alteration, renovation, improvement, demolition, and repair work involving any publicly owned, leased, or operated facility.
- (2) Painting or repainting of any publicly owned, leased, or operated facility.
- (3) In the case of a publicly owned utility system, “public project” shall include only the construction, erection, improvement, or repair of dams, reservoirs, powerplants, and electrical transmission lines of 230,000 volts and higher.

Section 22002, subsection (d), provides that “[p]ublic project” does not include maintenance work.” For purposes of this section, “maintenance work” includes all of the following:

- (1) Routine, recurring, and usual work for the preservation or protection of any publicly owned or publicly operated facility for its intended purposes.
- (2) Minor repainting.
- (3) Resurfacing of streets and highways at less than one inch.
- (4) Landscape maintenance, including mowing, watering, trimming, pruning, planting, replacement of plants, and servicing of irrigation and sprinkler systems.

Craig Deason

March 10, 2010

Page 3

(5) Work performed to keep, operate, and maintain publicly owned water, power, or waste disposal systems, including, but not limited to, dams, reservoirs, powerplants, and electrical transmission lines of 230,000 volts and higher.

Accordingly, maintenance work falling within the definition above is not subject to the Act, and must be let according to the provisions of California Public Contract Code section 20111, subsection (a). As noted above, Public Contract Code section 20111(a) requires competitive bidding for maintenance projects of \$78,500 or more.

Public Contract Code section 22003 does allow an entity using or adopting the Act and its alternative bidding procedures to make the Act applicable to maintenance projects. However, opting to include maintenance projects under the Act will require informal bidding on maintenance projects over \$30,000 that would otherwise be exempt from public bidding until the contract value reached or exceed \$78,500.

On the other hand, election to make maintenance projects subject to the Act allows the public entity to maintain uniform accounting and bidding procedures for maintenance and construction work. If an agency keeps maintenance outside the Act's procedures, then classifies a project of \$30,000 or more as maintenance and, therefore, does not use the Act's bidding procedures, anyone can request that the Public Construction Cost Accounting Commission review the project. Under Public Contract Code sections 22042-22045, if the Commission finds that the project was misclassified as maintenance, it can order the public agency to either abandon the project or award a contract to the lowest responsible bidder. Furthermore, if the Commission makes findings on three separate occasions within a ten-year period that a public agency has failed to properly bid work under the Act, the public entity shall be barred from using the bidding procedures provided by the Act for five years.

Thus, there are both pros and cons to be considered in deciding whether to include maintenance projects in adoption of the Act.

Electing to Become Subject to the Act, Informal Bidding Procedures

In order to take advantage of the provisions of the Act, the District must complete two administrative measures. First, the District must formally elect to become subject to the Act and adopt the Act's accounting procedures through Board action. Second, the District must adopt informal bidding procedures.

1.) Election to Become Subject to the Act

The action required by a public agency governing board to elect to become subject to the Act is fairly straightforward and should be accomplished by adopting a resolution similar to the attached proposed resolution ("Resolution Adopting Uniform Public Construction Cost

Accounting Procedures”). The proposed resolution sets forth the background of the Act in the recitals and provides for the Board’s formal election to become subject to the Act.

Please note that once the resolution is adopted, a copy should be sent to the State Controller with notice that the District has elected to become subject to the Act.

Should the District determine at some future time that it no longer wishes to be subject to the Act, it may simply adopt a resolution to that effect and provide notice of the subsequent resolution to the State Controller.

2.) Adoption of Informal Bidding Procedures

After the Board has adopted the proposed resolution, section 22034 provides that the public agency must enact informal bidding procedures. To accomplish this, the Board can adopt a resolution outlining the informal bidding procedure. A proposed resolution outlining informal bidding procedures is also attached for your consideration.

The District must also mail a written notice on a yearly basis to all construction trade journals designated in the Commission Manual (the Manual designates journals by county) inviting licensed contractors to submit their name to the District for inclusion on the District’s list of qualified bidders for the year. The notice should require interested contractors to provide the name and address to which further notices should be mailed, a phone number, the type of work the contractor is interested in performing and is licensed to do, and all of the contractor’s licenses and license numbers.

The District should compile a list of qualified contractors each year. The list must include all contractors that properly responded to the published notice. The District may also add contractors of its own choosing to the list.

Once the District elects to undertake a project fitting within the parameters of the Act listed above, it should mail a notice inviting informal bids for the project to all contractors on the list of qualified contractors. The project notice should describe the project, provide contact information for additional details regarding the project, and state the time and place for submission of bids. The District may then choose “the lowest responsive and responsible bidder” from among the informal bids it receives for the project.

Finally, the District must obtain and follow the current version of the Cost Accounting Policies and Procedures Manual of the California Uniform Public Construction Cost Accounting Commission. This sizeable document can be obtained online or by request from the Commission.

Listing Qualified Contractors

Public Contract Code section 22034(a) requires that:

The public agency shall maintain a list of qualified contractors, identified according to categories of work. Minimum criteria for development and maintenance of the contractors list shall be determined by the commission.

Commission rules require that in November of each year, each public agency which has elected to become subject to the Uniform Public Construction Cost Accounting Procedures shall mail a written notice to all construction trade journals designated for that agency under section 22036, inviting all licensed contractors to submit the name of their firm to the District for inclusion on the District's list of qualified bidders for the following calendar year. That notice must require all responding contractors to: 1) provide the name and address to which a Notice to Contractors or Proposal should be mailed; 2) provide a phone number at which the contractor may be reached; 3) state the type of work in which the contractor is interested and that it is currently licensed to perform, also stating the class of contractor's license(s) held and contractor license number(s). Then, the District may create a new contractors list starting January 1st of each year. The District may include any contractor names it so desires on the list, but the list must include, at a minimum, all contractors who have properly provided the District with the information required under number 2) above, either during the calendar year in which the list is valid or during November or December of the previous year. A contractor is entitled by the Commission to have his firm added to the District's list at any time by providing the required information. The Commission recommends that the District automatically include the names of all contractors who submitted one or more valid bids to the District during the preceding calendar year.

It is important to note that the District may disqualify contractors from the qualified contractors list required pursuant to Public Contract Code section 22034(a) on the same general grounds that it would deny prequalification or would disbar a contractor for inadequate performance on prior projects. The Commission does require, however, that if a contractor was on, and is being dropped from the qualified contractors list, that contractor must still be notified by the District of public projects for which he is otherwise licensed to perform.

Prequalification of Listed Contractors is Permissible

Unless the District desires to allow all contractors with the appropriate licensure onto its qualified contractors list, the District may wish to implement a prequalification process in conjunction with the solicitation of contracting firm names, as described above.

Public Contract Code section 20111.5 provides that:

The governing board of the district may require that each prospective bidder for a contract, as described under section 20111, complete and submit to the district a standardized questionnaire and financial statement in a form specified by the district, including a complete statement of the prospective bidder's financial ability and experience in performing public works.

Craig Deason

March 10, 2010

Page 6

The purpose of prequalification is to determine a contractor's financial ability to perform public works projects of various sizes and experience relevant to performing certain kinds of public projects. If the District initiates a prequalification process, the District must provide a standardized application form. The District may solicit prequalification applications annually or quarterly; however, annual solicitation is easiest to coordinate and avoid conflicting with the Act. The District must also adopt and apply a uniform system of rating contractors on the basis of the completed questionnaires and financial statements.

It may be advisable to institute a process for prequalification of potential bidders (whether informal or formal), in order to weed out contractors that could potentially be financially incapable or incompetent to perform any projects, or certain types and sizes of projects.

Delegation of Authority to Execute Contracts; Board Review or Approval

The authority for the governing Board of a school district to delegate authority to execute contracts as binding without Board approval of the specific contract is governed by Education Code section 17605. That section places several limitations on such delegation of authority. First, the Board "must" designate the person to whom the authority is delegated to purchase supplies, materials, apparatus, equipment, and services, and prescribe the limits of the delegation as to time, money, and subject matter. The amount of each agreement that may be signed under such delegation of authority may not exceed "the amount specified by section 20111 of the Public Contract Code."

Even if the District adopts the Act, nothing in the Act modifies any contracting requirements, other than the bid thresholds applicable to the process. The thresholds for informal bidding procedures (over \$30,000 up to \$125,000, per Public Contract Code section 22032(b)) and formal bidding procedures (more than \$125,000, per Public Contract Code section 22032(c)) are higher than the required formal bidding threshold for public projects (\$15,000 under Public Contract Code section 20111) and for other purchases of equipment, materials, supplies and services, including repairs and maintenance (as "repairs" and "maintenance" are defined in Public Contract Code section 20115, which bid threshold under Public Contract Code section 20111 is \$78,500 in 2010). Thus, the limit of signatory authority the Board may delegate is \$15,000 for public projects and \$78,500 for other purchases of equipment, materials, supplies and services, including repairs and maintenance. The Board must specifically approve all other contracts above those amounts.

Even if the Board grants executory authority, all transactions entered into under a delegation of authority pursuant to Education Code section 17605 "shall be reviewed by the governing board every 60 days," or become invalidated by the failure to review. So, there must be either Board review of contracts executed under authority granted pursuant to Education Code section 17605, or formal Board approval for any contract over the amounts specified by Public Contract Code section 20111.

Atkinson, Andelson, Loya, Ruud & Romo

Craig Deason
March 10, 2010
Page 7

Conclusion

Please review these processes and related issues and recommendations, and let me know if you have any questions, comments or concerns.

Very truly yours,

ATKINSON, ANDELSON, LOYA,
RUUD & ROMO

By
Patrick A. Gunn

PAG/WBC/bla

Enclosures

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 04/07/10

Action Item ____

To: Board of Trustees

Information Item X

From: Jeanne Bess *JB*
Director of Fiscal Services

Attached Page ____

**SUBJECT: Tax & Revenue Anticipation Notes (TRANs)
Procedure Up-Date**

The Board took action at the February 17, 2010 meeting authorizing the participation in a mid-year TRAN to cover the shortfall of cash we experience as a result of the deferral of revenue from the State. The following is information obtained to further clarify the next steps that will be taken.

In early April, Piper Jaffrey will go into the market to sell the notes that will bring cash to the District. Once pricing is completed, we will receive a pricing confirmation that will detail the cost of issuance. Once the information is reviewed, the pricing confirmation will be signed and the District is then obligated to the sale. The cash will become available at the end of April.

Since the issuance of the TRAN is based on the State's deferral of cash owed to the District for fiscal year 2009/10, repayment of the TRAN will be timed to match the receipt of the deferred revenue.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: April 7, 2010

#Attached Pages

From: Scott A. Loehr, Superintendent

Principal's Initials: **SUBJECT: Adoption of Minutes****The minutes from the following meeting are being presented:**

March 17, 2010 Regular Meeting

RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.**CONSENT AGENDA**

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

Dudley Elementary School - Multipurpose Room
8000 Aztec Way, Antelope, CA 95843

Wednesday, March 17, 2010

MINUTES

CALL TO ORDER - Trustee Williams called the meeting to order at 5:30 p.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Blenner, Mr. Friedman, Mrs. Williams, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent
George Tigner, Chief Administrative Officer
Craig Deason, Assist. Supt., Operations & Facilities
Jeanne Bess, Director of Fiscal Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION - none

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:12 p.m.

FLAG SALUTE - led by Craig Deason

ADOPTION OF AGENDA - approved adoption of agenda as amended: pull Consent Agenda Item #4 for separate consideration.

Motion: Friedman **Vote:** General Consent
Second: Blenner

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

President Williams announced that there was no action taken in Closed Session. The following items had action taken during Open Session:

1. Student Expulsions/Readmissions (G.C. §54962)
Student Expulsion #09-10.31 - Recommendation approved.

Motion: Blenner **Vote:** General Consent
Second: Anderson

ORGANIZATION REPORTS

1. **CUTA** - Douglas Higgins, President, noted that this week they have been voting on a Memorandum of Understanding with the district about 2 furlough days. The ballots were just counted and the result so far is about 78% in favor of taking two furlough days. This would allow the class size to be 22:1 staffing in K-3, and the 2 furlough days would be combined with other days for a week off in February. Twelve jobs would be saved: 8 with Multiple Subject credentials and 4 in the Secondary (3 HS, 1 MS). He stated that they had a good turn out for voting. He noted that he is very proud of everyone. He was able to get to every site and talk to teachers. He said that the stress on teachers is high and the morale has gone way down. With this vote the teachers wanted to send the message that they wanted to do the best they can, but they are concerned with the quality of education. He noted that in the future we will have some heavy lifting to do and they will be looking at the Board for that.

Mr. Higgins also noted that from the Microsoft settlement the district is sitting on \$202,000. He noted that it has been sitting there since March 2007. It was asked that there be a report on this money.

2. **CSEA** - Marie Huggins, President, noted that there are heartfelt concerns for CUTA this year for what they are going through. CSEA has been reviewing their budget this year. They have elected to support a table at the "Make It Happen" event next week. She also noted that there is \$1,000 worth of scholarships for Seniors whose parent is a CSEA member. Some of the sites have seen representatives at the sites for boosting membership. There will be a dinner on the 25th to help build membership and unity, as well as informing members what is available to them.

The Board was invited to Chapter Meetings during the year. Mrs. Huggins noted that she would get those dates out to them. She noted that at the next election there will be 3 Board seats available and that CSEA will be looking for candidates that they can endorse.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Lisa Coronado, Principal at Dudley Elementary, announce that food purchased tonight at Togo's benefits Dudley Elementary School.

Mathu Lewis, student at CHS, asked why the Senior contracts go into effect during the second semester and not in the first semester. Ms. Hays was asked to answer that question.

Reggie Sellers, student at CHS, asked how come students are required to do two political hours instead of community hours. Trustee Wilson responded to the student's question.

Kay Morrison, Arlene Stassinis, and Paula Labinsky, teachers at Oak Hill, asked questions on the furlough. They stated that teachers felt that the furlough request should have been in writing, they felt rushed on the vote, and the plan has created resentment. They would like to look at other options like looking at step and column, or other ways on the chart. They also asked about charging for athletics and bussing like other districts do. They also asked for the facts and the figures.

BOARD/SUPERINTENDENT REPORTS

Mrs. Anderson

- extended her sympathies to the staff and students at Dudley for the loss of the parent at Dudley.
- noted that several homes in this area have been broken in to; asked people to keep their eyes open and be safe.
- thanked everyone; noted that everyone is suffering through these cuts.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Blenner

- thanked the teachers for the sacrifice they are willing to make with the furloughs.
- announced that he will not be able to attend the next Board meeting because of Open House at his school.
- wished everyone a happy Spring Break.

Mr. Friedman

- gave words of thanks to our teachers.
- noted that there are certain issues that can be resolved at our level. We can make it known that education should be a priority.
- noted that the "Make It Happen" fundraiser will be next Wednesday evening. He noted that tickets are available at the sites.
- noted that the district and the Board are doing everything to look ahead.
- attended the Concert and Petting Zoo put on by the Camellia Symphony Orchestra at CHS.
- noted that there were some concerns with the response time from Twin Rivers Police to an incident at the concert.

Mr. Wilson

- Sunday went to Dr. Tree's performance; he thought it was the schools performing and was surprised that it was the Camellia Symphony Orchestra.
- echoed that he knows the teachers are doing a lot.
- noted that what Mr. Higgins is going must be very stressful. Thanked him for his hard work. He also gave him a big salute before he retires.

Mr. Loehr

- appreciated what the teachers are doing for the district. Asked that people share their ideas in the future.
- thanked Mr. Higgins for his efforts.
- wished everyone a Happy St. Patrick's Day.
- met with the WASC Committee at CHS; thanked everyone for their help with that.
- noted that he recently visited Riles and Spinelli.

Mrs. Williams

- announced that the calendar lists that "Willie Wonka" will be presented by Oak Hill at the CHS Theater on March 25th & 26th, the CHS College and Career Fair will be during both lunches on the 25th, and Dudley's Talent Show is on the 25th.
- asked for Purple Cord and Top Ten Dinner dates to be given to Carol.
- asked what the alternate plan is for Riles promotion and CHS graduation ceremonies if there is rain.
- noted that the HS graduation is at the stadium this year.
- thanked Mr. Tigner and Mr. Loehr and the staff for dealing with the budget issue daily.

CONSENT AGENDA

1. Approved Adoption of Minutes from March 3, 2010 Regular Meeting
2. Approved Adoption of Minutes from March 3, 2010 Special Meeting
3. Approved Adoption of Minutes from March 9, 2010 Special Meeting
4. *This item was pulled for separate consideration.*
5. Approved Certificated Personnel Transactions
6. Approved Classified Personnel Transactions
7. Approved Professional Services Agreement: Bureau of Lectures and Concert Artists, Inc.
8. Approved Single Plan for Student Achievement - CHS

CONSENT AGENDA (Continued)

9. Approved Field Trip: FBLA State Leadership Conference in Irvine, CA - CHS
10. Approved 2009/2010 Master Contract:
Clarinda Corporation, aka Clarinda Academy
11. Approved 2009/2010 Individual Service Agreements:
2009/10-196 Med Trans
2009/10-207 Clarinda Youth Corporation, aka Clarinda Academy
12. Approved AVCS 2009-2010 Calendar
13. *This item was pulled for separate consideration.*
14. Approved the 2010-2015 Center Joint Unified School District Educational Technology Plan
15. Approved Safe School and Emergency Preparedness Plan - Riles
16. Approved Payroll Orders: July 2009 - February 2010
17. Approved Supplemental Agenda (Vendor Warrants)

It was asked that #13 be pulled for separate consideration along with #4. The motion was made to approve all but #13 and #4 that are being pulled.

Motion:	Wilson	Ayes: Anderson, Blenner, Friedman, Williams
Second:	Blenner	Wilson

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

4. Approved Resolution #22/2009-10: Resolution Authorizing Payment to Board Member for Missed Meeting

Motion:	Friedman	Ayes: Blenner, Friedman, Williams, Wilson
Second:	Blenner	Abstain: Anderson

13. Approved Twin Rivers Unified School District Police Service Agreement, 7/1/10-6/30/12

Motion:	Friedman	Vote: General Consent
Second:	Wilson	

BUSINESS ITEMS

- A. **APPROVED - Selection of Independent Auditor for Fiscal Years Ending 2010, 2011, and 2012**

The recommendation by Jeanne Bess, Director of Fiscal Services, was to award the contract to Goodell, Porter, Sanchez & Bright, LLP.

Motion:	Friedman	Vote: General Consent
Second:	Blenner	

- B. **APPROVED - Second Interim Report For Fiscal Year 2009/10**

Motion:	Blenner	Vote: General Consent
Second:	Wilson	

- C. **APPROVED - Tax & Revenue Anticipation Notes (TRANs) Request for Issuance, Resolution #20/2009-10: Resolution of the Governing Board Authorizing the Borrowing of Funds for Fiscal Year 2010-2011 and the Issuance and Sale of One or More Series of 2010-2011 Tax and Revenue Anticipation Notes Therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes**

Motion: Blenner
Second: Anderson

Vote: General Consent

ADVANCE PLANNING

- a. ***Future Meeting Dates:***
i. *Wednesday, April 7, 2010 @ 6:00 p.m. - Wilson C. Riles Middle School Multipurpose Room*
b. ***Suggested Agenda Items:***

ADJOURNMENT – 7:21 p.m.

Motion: Wilson
Second: Blenner

Vote: General Consent

Respectfully submitted,

Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

Gary N. Blenner, Clerk
Board of Trustees

Adoption Date

AGENDA ITEM # XIII-2

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: April 7, 2010

Action Item X

To: Board of Trustees

Information Item

From: George Tigner,
Chief Administrative Officer

Attached Pages 1



SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS

NEW HIRE: Diana Shurtleff, Integrated Services Technician, Spinelli

RECOMMENDATION: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

AGENDA ITEM # XIII-2

Diana Shurtleff has been hired as an Integrated Services Technician, Spinelli Elementary School effective March 15, 2010.

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Global Youth Charter School	Action Item _____
To: Board of Trustees	Information Item _____
Date: April 7, 2010	# Attached Pages _____
From: Addie Ellis, Dean	
Principal/Administrator Initials: _____	

SUBJECT: Memorandum of Understanding Agreement Between Global Youth Charter School and Center Joint Unified School District

The attached MOU would remain in effect until June 30, 2014.

RECOMMENDATION: The CJUSD Board of Trustees approve the Memorandum of Understanding Agreement Between Global Youth Charter School and Center Joint Unified School District.

CONSENT AGENDA

**Memorandum of Understanding Between
Global Youth Charter School (GYCS)
And
Center Joint Unified School District (CJUSD)**

AGREEMENT DURATION

This agreement will begin on April 7, 2010 and remain in effect until June 30, 2014 in concurrence with the charter document approved by Center Joint Unified School District Board of Trustees. The original charter was approved on February 18, 2004.

STATE ACCOUNTING PRACTICES

Center Joint Unified School District will serve as the fiscal agent for Global Youth Charter School and will conduct all financial audits consistent with state accounting practices. The reports will also be available for review by the public. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to the dispute resolution process found in the chart contained in this MOU. Dispute between the Charter School and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration.

FINANCIAL STATEMENTS

Global Youth Charter School will provide all financial statements required by Center Joint Unified School District. Global Youth Charter School will utilize QSS along with timetables established by Center Joint Unified School District to remain in compliance with all required deadlines in fiscal matters. Center Joint Unified School District will make Global Youth Charter School aware of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

AUDITS

Global Youth Charter School will utilize the same audit firm chosen by Center Joint Unified School District in order to maintain continuity within the district. Furthermore, Global Youth Charter School will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit) / (total number of students in district) X (total number of students at Global Youth Charter School).

HEALTH AND SAFETY CRITERIA

Global Youth Charter School remains under the insurance of Center Joint Unified School District. It is the responsibility of Center Joint Unified School District to examine the liability of open campus lunch, community service and coursework at American River College to determine if additional insurance coverage should be maintained. If it is deemed that additional insurance coverage is required, then any new policies or additional costs will be the fiscal responsibility of Global Youth Charter School.

EDUCATION CODE

Global Youth Charter School, in compliance with the state of California, follows and adheres to all sections of the Education Codes that are applicable to charter schools.

BOUNDARIES

The eligible boundaries for Global Youth Charter School to service include Sacramento and the adjacent counties; Yolo, Placer, Amador, San Joaquin, Solano, El Dorado and Contra Costa.

ENROLLMENT CRITERIA

Racial and Ethnic Balance at Global Youth Charter School

Center Joint Unified School District will include students from a wide geographical area including the contiguous countries bordering Sacramento County. This large geographic region will include all ethnic and racial groups and will help ensure participation by all members of society. Enrollment will be monitored and reported to the Governing Board each year upon the publication of the API by the California Department of Education. If particular ethnic groups are not participating in the school, then the staff will develop recruitment strategies to achieve a balanced representation.

Admissions Requirements at Global Youth Charter School

Admission to Global Youth Charter School will be open to all students regardless of ethnicity, national origin, gender, and disability or achievement level. Prior to enrollment, parents and students will sign a contract indicating understanding of Global Youth Charter School philosophy and program requirements. Continued enrollment will depend on progress toward graduation and fulfilling the terms of the contract as specified at the time of enrollment by the parent and student.

Special Education

Student referral, identification and assessment for Special Education will follow federal and state statutes.

All special education students attending Global Youth Charter School must have an IEP recommending consultation services through Global Youth Charter School as the appropriate placement. Special Education services will be provided on a consultation

basis only. If the IEP team (parent, teacher, specialist, dean) determines that Global Youth Charter School is not the most appropriate placement, the student will be referred to his/her district of residence for educational services. Students who reside outside the Center Joint Unified School District boundaries who withdraw from Global Youth Charter School will return to their district of residence for special education services. Global Youth Charter School will provide at its own expense the following special education services; speech and language and IEP meetings. Services above and beyond speech and language and IEP meetings will be managed by the CJUSD SELPA.

Public School Attendance for Students Not Attending this Charter School

Enrollment at Global Youth Charter School remains strictly voluntary. Student will continue to have the options of attending their home school in the district of residence.

SERVICES PROVIDED BY GLOBAL YOUTH CHARTER SCHOOL

Global Youth Charter School offers 9-12 coursework to its students. In accordance with the charter approved by the CJUSD Board of Trustees, and future plans for the school, Global Youth Charter School reserves the right to potentially become a combination of a site based school and an independent study school.

STAFFING AND COLLECTIVE BARGAINING ISSUES

Global Youth Charter School will contract with Center Joint Unified School District for all administrative and general support services as needed. The Charter School will work jointly with Center Joint Unified School District to develop appropriate personnel policies and procedures that will govern the terms and conditions of employment for all personnel employed within the charter.

All persons other than CJUSD employees who are employed by Global Youth Charter School ("Charter School Employees") shall not be deemed to be employees of the District for any purpose whatsoever. Charter school employees are employed "at will" and either the charter school or the charter school employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CJUSD. Charter school employees will receive STRS or PERS contribution from the school.

Exclusive Public School Employer

Global Youth Charter School shall be deemed the exclusive public school employer of Charter School employees for the purposes of the Educational Employment Relations Act (Gov. Code 3540, et seq.). The rights of Charter School employees shall be as specified in this Charter, except as those rights may be modified by any applicable collective bargaining agreement with a recognized exclusive bargaining representative for Charter School employees.

Education Code Section 44237 shall be followed to ensure the safety of employees and students. This would include the requirement that each employee of the school furnish the district with a criminal records summary as described in the above code. Also, employees of Center Joint Unified School District will be required to have a current TB screening. All immunization and health related issues for both employees and students in Global Youth Charter School will be addressed in accordance with existing Board policies, state mandates and applicable laws. Center Joint Unified School District Assistant Superintendent of Business and Personnel will determine liability issues.

DISPUTE RESOLUTION

Dispute between the Charter School and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration. Amendments to the MOU will be made through the Advisory Board and approved by the Governing Board (See GYCS charter document for the construct of the GYCS Advisory Board).

This charter school is considered a district school and is subject to all board policies unless specifically waived by the Governing Board.

The Center Joint Unified School District may revoke this charter under the following conditions:

1. Failure to meet acceptable standards of fiscal management.
2. Failure to make progress toward pupil outcomes outlined in this charter petition.
3. Committing a violation of the conditions, standards or procedures outlined in this MOU petition or the charter document already approved by Center Joint Unified School District Board of Trustees.

If either party is found unlawfully negligent of any statute in the State of California by way of misappropriation of funds, education code or any other malfeasance, then this agreement is terminated.

FACILITIES

Center Joint Unified School District keeps a favorable option towards Global Youth Charter School when facilities not used for educational purposes become available within the district.

FISCAL AGREEMENTS

Global Youth Charter School commits the following financial obligations to Center Joint Unified School District in accordance with the California Education Code sections regarding charter schools and agreement between the two entities.

1. 3% indirect district oversight of overall actual revenues of Global Youth Charter School per the law for rent free facilities (to be adjusted by law)

- a. Insurance (Schools Insurance Group) {excluding additional insurance outlined in the health and safety section of this agreement}
 - b. SELPA
 - c. Legal oversight
 - d. District maintenance and technology support
 - e. Any other indirect services provided to the schools within CJUSD
- 2. Direct Costs
 - a. Utilities
 - b. Business office and personnel department
(salary + benefits) / (P2 District wide ADA) X (P2 total charter ADA)
 - c. Custodial Services
 - d. Compensation to Center Joint Unified School District for Global Youth Charter School students taking courses, using facilities and participating in activities in Center Joint Unified School District (per student cost)
Total certificated costs / total Center High School students (CBEDS) / 8 sections
 - e. Fingerprinting and drug testing for new teacher applicants through the personnel office
- 3. Financial Accountability
 - a. Center Joint Unified School District will provide Global Youth Charter School with all charter information and monies regarding fiscal support of the Global Youth Charter School program including but not limited to:
 - 1. block grant funding for charter schools
 - 2. categorical funding for charter schools
 - b. Global Youth Charter School will provide Center Joint Unified School District with all charter information pertinent to fiscal and oversight activities that are the responsibility of Center Joint Unified School District upon receipt of information.

AMENDMENTS

Amendments to the MOU may be made with a mutual written agreement from participating parties and approved by the Board of Trustees for Center Joint Unified School District.

INDEMNIFICATION

Global Youth Charter School agrees to indemnify, defend and hold harmless Center Joint Unified School District, its board of trustees, officers, agents, and employees from and against all claims, demands, damages, costs and expenses of whatever nature including court costs and attorney fees arising out of or resulting from active negligence of Global Youth Charter School, its advisory board, officers, agents, and employees.

Center Joint Unified School District agrees to indemnify, defend and hold harmless Global Youth Charter School, its advisory board, officers, agents, and employees from and against all claims, demands, damages, costs and expenses of whatever nature including court costs and attorney fees arising out of or resulting from the active negligence of CJUSD, its board of trustees, officers, agents, and employees.

It is understood and agreed that such indemnity shall survive the termination of the Agreement.

This Memorandum of Understanding will terminate if the charter for Global Youth Charter School is revoked or expires.

Signed,

Libby A. Williams, CJUSD Board of Trustees

Date

Scott A. Loehr, Superintendent, CJUSD

Date

Addie Ellis, MS, Dean, Global Youth Charter School

Date

GYCS Charter Advisory Committee Chair

Date

Center Joint Unified School District

Dept./Site: Antelope View Charter School

Action Item_____

Information Item _____

Attached Pages _____

Principal/Administrator Initials: _____

The attached MOU would remain in effect until June 30, 2012.

CONSENT AGENDA



Memorandum of Understanding

April 7, 2010 — June 30, 2012

Agreement Between Center Joint Unified School District and Antelope View Charter School

Intent: The purpose of this agreement is to contract with the Center Joint Unified School District so that Antelope View Charter School can serve 6th - 12th grade students.

Agreement made April 7, 2010, between Center Joint Unified School District, a public school district operating under the laws of the state of California, located at 8408 Watt Avenue, Antelope, California, referred to in this agreement as CJUSD, with Antelope View Charter School operating under Charter Laws of the state of California, located at 3243 Center Court Lane, Antelope, California, referred to in this agreement as AVCS.

In witness whereof, the parties have executed this agreement on the date and year above written at 8408 Watt Avenue, Antelope, California. This Memorandum of Understanding will terminate June 30, 2012 or if the charter for Antelope View Charter School is revoked or expires, whichever occurs first. Amendments or modifications may be made prior to the termination or expiration date as outlined on page 13, section 2.b.i. of this document.

Libby A. Williams
President, CJUSD Board of Trustees

Date

Scott A. Loehr, Superintendent, CJUSD

Date

David DeArcos, Principal/Director, AVCS

Date

AVCS Charter Advisory Committee Chair

Date

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Chapter 1 Hiring Procedures and Practices

AVCS is in partnership with the CJUSD Personnel Department. AVCS receives the following services from CJUSD. In consideration of the mutual covenants and promises set forth in this agreement, CJUSD and AVCS agree as follows:

Section One At Will Employment

1. *Principal/Director of Antelope View Charter School is an employee of the District, working as an agent on behalf of AVCS. If the Principal/Director transfers from CJUSD all return rights to the District shall be maintained.* All other employees of the School shall not be deemed to be employees of the District for any purpose.
2. *Separation of Employment:* By executing an agreement to enter into an employment relationship with AVCS, each employee acknowledges that the relationship exists solely with AVCS and does not imply any employment relationship with CJUSD or union membership.
3. *At Will Employment:* Only the Principal/Director of AVCS may terminate the employment of any employee at any time with or without cause.
 - a. The employer or employee may immediately terminate an employment agreement upon written notice to the other party.
 - b. Neither party may enter into another agreement with the intention to alter this "at-will" relationship.
 - c. Without impacting the "at-will" nature of the employment relationship, AVCS will conduct regular employee evaluation with the intention of providing feedback and guidance that may improve and support employee job performance.
 - d. Without impacting the "at-will" nature of the employment relationship, AVCS may elect to address job performance deficiencies and/or on-the-job infractions related to published job descriptions or AVCS job performance expectations with the "Facts Rules Impact Suggestions Knowledge" (FRISK) process. No intervention designed to improve employee performance shall be construed as changing the "at-will" nature of the employment relationship.

Section Two General Employee Work Requirements

1. *Child Abuse Reporting Requirements:* California Penal Code Section 11166 requires that any child care custodian who has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment, which he or she knows or reasonably suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.
 - a. By executing an agreement to enter into an employment relationship with AVCS, each employee acknowledges that he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code Section 1116 and will comply with the responsibilities therein implied.

2. ***Direct Service to AVCS Students Only:*** Employees will render direct service in person to students enrolled in AVCS during contracted work hours.

- a. Electronic means of indirectly providing service to any student will not qualify as time worked for an employee at AVCS or time spent in instruction for any student enrolled at AVCS.
- b. Employees will not render service in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with AVCS. Any such activity may result in immediate termination of employment with AVCS.

3. ***Technology Use Requirement:*** All employees will enter into an agreement that CJUSD maintains with all employees with respect to use of technology at the work site or during contracted work hours.

4. ***Use of School Property Requirement:*** All employees will enter into an agreement with respect to use of school property, including curriculum materials.

5. ***Adherence to AVCS and Job Duty Practices and Procedures Requirement:*** All employees will enter into an agreement with respect to job duties and expectations related to employment at AVCS. Any activity that violates these specifically and generally agreed upon duties or expectations may result in immediate termination of employment with AVCS.

Section Three **Procedures for Hiring Salaried Employees**

1. ***Employment Application Services:*** CJUSD will provide AVCS employment application services including posting of positions, applicant information, and distribution of this information to potential employees, confirmation of negative TB testing, finger printing, and drug testing clearance. CJUSD will provide equitable services and representation in the same manner as these services are provided to all CJUSD school programs or sites, especially when posting positions similar to those posted for CJUSD employment opportunities.

2. ***Autonomy and Oversight of Hiring Practices:*** When hiring staff for full time and/or salaried positions, AVCS will follow CJUSD procedures but reserves the right to exercise autonomy and oversight of school staff selection. AVCS may elect to:

- a. Write job descriptions specific to AVCS needs
- b. Develop interview questions specific to AVCS needs
- c. Post positions electronically, in local newspapers, or in professional journals in addition to CJUSD postings in order to communicate with individuals who may be specifically qualified to meet AVCS needs
- d. Review applications and select candidates for interview based on the flexibility of credentialing criteria under California Charter, Rural, and Small School Requirements [NCLB §1119, §9101(23); Reg. §§200.55, 200.56].

3. ***Interview Scheduling and Notification:*** CJUSD will provide interview scheduling and notification and timely communication in order to secure qualified candidates to fill open positions.

4. ***Interview Processes and Procedures:*** AVCS will follow CJUSD interview processes and procedures and will submit documentation to the CJUSD Personnel Department. AVCS staff will conduct the interview process at the AVCS school site.

5. Reference/Background Checks: CJUSD will conduct Reference/Background Checks in a timely and equitable manner.

- a. AVCS may elect to verify references and/or to write reference verification questions and will inform CJUSD Personnel Department when opting for this choice.

Section Four

Procedures for Hiring Part-time Employees

1. AVCS may hire part-time teachers at a monthly rate of pay and tutors at an hourly rate of pay. Procedures that support the maintenance of a pool of qualified part-time employees are less formal and include the following communication practices:

- a. When teachers call or "drop in" seeking employment, administration at AVCS routinely conveys appreciation for teacher interest in employment and expresses a willingness to accept an application from any interested party. Potential applicants are always informed that teaching assignments, if any, are based on student learning needs (Math, Science, Foreign Language, etc.) and fluctuating enrollment. All potential applicants are referred to the Personnel Department at the CJUSD for further information or to initiate the application process.
- b. Applicants often inquire about the details of a position or the unique work environment at AVCS. The Principal/Director of AVCS or designee will provide applicants with a published job description or a verbal summary of said job description. Applicants are invited to visit the school or to meet informally with the Principal/Director.
- c. The Principal/Director will meet with interested applicants to describe the charter school's personalized learning programs and the requirements of the position (job description attached). The Principal/Director will then refer applicants to the Personnel Office at CJUSD to initiate the procedure for employment. These positions are represented as part-time, non-union, "at-will" employment opportunities.
- d. In the event of an increase in enrollment, the Principal/Director of AVCS will identify known applicants whose qualifications match the learning needs of students enrolled in AVCS. CJUSD will identify applicants who have completed TB Testing, finger printing, and drug testing clearance.
- e. Applicants who complete the CJUSD hiring process and match the needs of AVCS student population will be contacted by the Principal/Director of the Charter School to arrange for a meeting with the Principal/Director and designated AVCS staff (Counselors, Coordinators, and/or staff who provide new teacher orientation and training).
- f. Based on this meeting, teachers may be offered a temporary "at-will" part-time or hourly teaching assignment.
 - i. A typical arrangement will consist of five students at a set monthly rate per student,
 - ii. Part-time instructors are required to sign an AVCS Teacher Requirement Agreement and standard CJUSD Personnel Department documents.

Section Five

New Employees

1. All newly hired employees, including teachers, are paid to participate in training to orient each employee to AVCS mandated policies, processes, and procedures by the Office Manager or the Principal/Director.

- a. The Office Manager will orient all newly hired classified staff to routine and standard procedures.
- b. The Principal/Director will observe new teachers during the first semester to evaluate performance and to provide support to the teachers.
- c. At the end of the first semester of employment, newly hired teachers will continue employment based on student enrollment, student learning needs, and continued teacher professional performance.

Section Six

Termination Practices, Policies and Procedures

All teachers sign the AVCS Teacher Agreement, Mandated Child Abuse Reporting Requirements, and the "At-Will" Employment Notification. Employment is based on AVCS enrollment, student learning needs, and an appropriate match between teacher credentialing and student learning needs.

1. In situations where teacher job performance is unsatisfactory, or there is a lack of teacher compliance with established expectations, both full-time and part-time will be notified of the unsatisfactory performance or non-compliance using the FRISK process. After employees have been notified of and given the opportunity to correct their performance, their employment may be terminated with the approval of the Charter Advisory Committee and consultation with the CJUSD Chief Administrative Officer. These procedures are in compliance with California Charter rules and responsibilities.

- a. With or without a Work Plan and FRISK process in place, full-time teachers who do not comply with AVCS requirements and expectations may be given at least one verbal warning followed by two written warnings and thirty (30) days notice and then terminated as employees of AVCS.
- b. With or without a Work Plan and FRISK process in place, classified employees who do not comply with AVCS requirements and expectations will be provided two weeks notice that their employment with AVCS is terminated.

Chapter 2

Special Education

AVCS is in partnership with the CJUSD Special Education Department. AVCS agrees to follow procedures outlined below and to provide the following services to and receive the following services from CJUSD to support students with disabilities who enroll in AVCS. In consideration of the mutual covenants and promises set forth in this agreement, CJUSD and AVCS agree as follows:

Section One Special Education Services Provided by AVCS

1. **Resource Specialist Program (RSP) Provided by AVCS:** AVCS will employ at least one full time teacher qualified to provide RSP services to students attending AVCS.
2. **Instruction:** AVCS reserves the right to configure RSP service delivery models according to needs identified on Individual Education Plans (IEPs) of the students enrolled in the school and the services will include no less than the following components.
 - a. **Students with Disabilities Instructed 1:1 and in Small Groups:** Instruction provided, by a teacher qualified to provide services to students with mild to moderate disabilities, in a consultation model or in a one to one, small group, or classroom setting at least one hour per week or more as prescribed by each student's IEP.
 - b. **Students With Disabilities Instructed with Non-disabled Peers:** Specialized instruction designed to target achievement deficits may be provided, by a highly qualified general education teacher teamed with a teacher qualified to provide services to students with mild to moderate disabilities, to groups that include students with disabilities and non-disabled peers.
 - i. Participation in these classes would supplement but not supplant individualized consultation and small group instruction provided by an RSP teacher as described in Chapter Two Section I - 2.a
3. **Administrative Support Provided by AVCS:** AVCS will employ a principal or administrative designee who is qualified to provide administrative support to implement and/or maintain a legally compliant special education program that provides RSP services to students attending AVCS.
 - a. AVCS will provide information to CJUSD Special Education Department about any student who enrolls in the AVCS program when staff has knowledge that the student may have a confidential file describing provision of special education services currently or at any time in the past.
 - i. This information will be provided via phone and email with student contact information and the last school(s) of attendance so that the staff at the CJUSD Special Education Department can request and maintain records.

Section Two Special Education Services Provided by CJUSD

1. CJUSD will calculate the per pupil encroachment fee that applies to all district students and provide this figure to AVCS annually on or before July 1 of each school year. AVCS agrees to pay to CJUSD, on July 1 of each school year, an annual per-pupil encroachment fee based on ADA at P2 the previous school year. In exchange, all DIS or other Special Education Services that are not included in the RSP model at AVCS will be provided by CJUSD to students who are enrolled at AVCS in the same manner as the services are provided to schools in the district.
2. **Low Incidence Disabilities Support:** If a student who is enrolled at AVCS qualifies for special education services as a student with a Low Incidence Disability and requires assistive

devices, such supports will be obtained through CJUSD in the same manner as such devices would be obtained for students enrolled in CJUSD programs.

3. **Designated Instructional Services (DIS) Provided by CJUSD:** CJUSD will provide a qualified school staff to assess and/or provide DIS to students with disabilities who attend AVCS.

- a. **Speech Language and Hearing (SLH):** Students with an active IEP that identifies Speech Therapy or any other form of SLH will be provided, by a CJUSD Speech Therapist, a professional review of previous evaluations, progress reports, and a brief conference with the parent or guardian prior to the development of an Interim IEP as well as services deemed necessary during a 30 day trial enrollment.
 - i. **Interim Speech Services:** Based on a professional review of previous evaluations, progress reports, and a brief conference with the parent or guardian of a student identified as currently eligible for SLH services, the CJUSD Speech Therapist will recommend interim services for a period of 30 days.
 1. During the 30 day trial enrollment of said student, services will be provided according to the Interim IEP.
 2. During the 30 day trial enrollment of said student, any assessment agreed upon with a CJUSD Speech Therapist at the Interim IEP meeting shall be completed in order to determine appropriate SLH service needs, if any, that should be included on the annual IEP to be developed on or before the final day of the 30 day trial enrollment.
 3. It is understood that because AVCS only enrolls middle school and secondary students, and because these students are provided a personalized prescriptive learning experience, that SLH services will, in most cases, appropriately be provided via a consultation model with the RSP teacher at AVCS.
 - ii. **Annual Speech Services:** In cases where direct Speech Services are required in order for the student to benefit from instruction at AVCS, a Speech Therapist identified by CJUSD will participate in each IEP meeting in which the services are considered and will provide a recommendation as to the frequency and duration of said services, and will develop goals and objectives for the IEP related to said services.
 1. In these cases where direct Speech Services or assessment are required in order for the student to benefit from instruction at AVCS, CJUSD will identify qualified staff to provide these services and will stipulate the location(s) where and time(s) when the student will be present to receive the services or participate in assessment.
- b. **Psychological Services:** Students with an active IEP that identifies Psychological Services in any form will be provided services deemed necessary during a 30 day trial enrollment and a professional review of previous evaluations, progress reports, and a brief conference with the parent or guardian prior to the development of an Interim IEP.

- i. **Interim Psychological Services:** Based on a professional review of previous evaluations, progress reports, and a brief conference with the parent or guardian of a student identified as currently eligible for psychological or other related services (Occupational Therapy or other therapeutic interventions related to social/emotional or neurological functioning), the CJUSD School Psychologist will recommend interim services for a period of 30 days.
 1. During the 30 day trial enrollment of said student, services will be provided according to the Interim IEP.
 2. During the 30 day trial enrollment of said student, any assessment agreed upon with a CJUSD School Psychologist at the Interim IEP meeting shall be completed in order to determine appropriate psychological service needs, if any, that should be included on the annual IEP to be developed on or before the final day of the 30 day trial enrollment.
 3. It is understood that because AVCS is a small school and because students are provided a personalized prescriptive learning experience that includes academic counseling and support from an on-site counselor for general issues related to social/emotional adjustment, psychological services will, in most cases, be unnecessary.
- ii. **Assessment:** Students with an active IEP will be provided a complete evaluation according to legal mandated timelines in the same manner as other students with disabilities who are enrolled in CJUSD.
 1. AVCS will maintain, using the Sacramento County Office of Education (SCOE) Management of Information Systems (MIS), a list of Triennial Evaluations that are due and communicate with the School Psychologist provided by CJUSD at least two months prior to the due date in order to facilitate obtaining permission to test and to schedule an IEP Meeting to review the results of the evaluation.
 2. CJUSD will identify qualified staff to provide psychological evaluation and will stipulate the location(s) where and time(s) when the student will be present to participate in assessment.
 3. The School Psychologist will participate in any IEP wherein the results of a psychological evaluation are reviewed.

Section Three Enrollment Procedures

1. **Admission Criteria:** AVCS is an independent study, site-supported program provided by credentialed teachers designed to serve students in Middle School and High School (grades 6-12). Instruction is assigned by teachers and supported by parents. All students, including students with disabilities, in order to enroll as a regularly attending student capable of benefiting from a personalized learning program, will meet the following criteria:
 - a. Demonstrate competency using standard assessment tools including, the ability to read and write within two grade levels of current placement, unless student is on

an active IEP in either English or the student's native language, or other assessments tools available to the school counselor.

- b. Demonstrate, on a standard assessment, the ability to solve basic calculations using the operations of addition, subtraction, multiplication, and division within two grade levels of current placement, unless student is on an active IEP, or other assessments tools available to the school counselor.

2. *Students Who Have Been Recommended For Expulsion:* AVCS agrees to comply with CJUSD policies with respect to enrollment of students who have been recommended for expulsion or who have been expelled from CJUSD or any other school district. Such students will not be considered for enrollment, except as permitted by CJUSD policy.

3. *Student Enrollment Procedures:* All students, including students with disabilities, who apply for trial enrollment at AVCS, will participate in an in-take process that is designed to provide students and parents and the IEP Team with an opportunity to make an informed decision about the likelihood that the program offered at the AVCS will meet the student's needs and interests.

- a. If it is reported or suspected that a student is currently receiving or has received special education services in the past, Individual Education Plan (IEP) documents will be requested from the school or district of previous attendance and will be considered along with any other relevant information at an in-take meeting.
 - i. AVCS will immediately obtain sufficient records to allow staff to evaluate student needs.
 - ii. AVCS will communicate with CJUSD Special Education Department when a student is enrolled in order to allow CJUSD to order and maintain student confidential records.
 - iii. Copies of any documents from student confidential files will be maintained at AVCS in a secure location for the duration of enrollment and returned to CJUSD Special Education Department upon student disenrollment from AVCS.
- b. If AVCS offers programs that appear to meet the needs and interests of a student with a disability and if there is a likelihood, based on data discussed in the intake meeting, that the student may benefit from the program at AVCS with the support of special education services, the IEP Team will recommend an Interim trial placement for the term of 30 days.
 - i. For students served by special education, an Interim IEP Meeting will be coordinated by the Resource Specialist and a notice will be delivered via U.S. mail to: student and parent(s), a representative of CJUSD and the Local Education Agency (LEA) from the district in which the student resides.
 - 1. A date for review of the Interim IEP will be scheduled not later than 30 days from the date of the Interim IEP.
 - ii. Upon completion of a 30 day trial term of enrollment, all students, including students with disabilities, who demonstrate the ability and commitment to participate according to expectations in the program at AVCS, will complete regular enrollment paperwork.
 - 1. During the trial enrollment all students, including students with disabilities, must demonstrate an ability and commitment to make

use of the program at AVCS in order to apply for regular enrollment in the program.

2. The IEP Team will review student progress on short term objectives and adjustment to the program at AVCS and make recommendations for placement and services to meet the needs of the student.

Chapter 3 Technology

In consideration of the mutual covenants and promises set forth in this agreement, CJUSD and AVCS agree as follows:

Section One Technology Services Provided by AVCS

1. AVCS agrees to hold all employees accountable to sign and adhere to the CJUSD Technology Use Agreement.
2. AVCS agrees to hold all students and families participating in school activities accountable to sign and adhere to a Technology Use Agreement modeled after the CJUSD Technology Use Agreement.
3. AVCS agrees to purchase hardware and software for the purposes of instruction and school operations and to maintain these items for the benefit of AVCS students and personnel.

Section Two Technology Services Provided by CJUSD

1. CJUSD agrees to provide technology support to AVCS including:
 - a. 100 megabit Ethernet connection to the District Office,
 - b. Internet access on a par with all CJUSD school sites,
 - c. Email accounts for each employee of AVCS,
 - d. Full Aeries, Aeries ABI, and QSS access for qualified employees,
 - e. Equal access to all technology initiatives made available to all CJUSD school sites, solely at the expense of AVCS,
 - f. Provision of all reasonable support services by CJUSD technology personnel on a par with all CJUSD school sites.

Chapter 4 Facilities

In consideration of the mutual covenants and promises set forth in this agreement, CJUSD and AVCS agree as follows:

Section One Facilities Interior Maintenance Provided by AVCS

1. AVCS agrees to fund the full cost of custodial service as determined by Center Joint Unified School District for the interior of buildings allocated to Antelope View Charter

School. The interior of these buildings shall be maintained at AVCS expense to standards specified by CJUSD for CJUSD buildings.

Section Two

Facilities Interior Maintenance Provided by CJUSD

1. CJUSD agrees to provide materials and to pay for workmanship to provide non-routine maintenance and repair of the permanent structural elements of the interior of the facility out of which the school operates including:

- a. Significant plumbing, electrical, heating/air conditioning, interior structural integrity problems.

Section Three

Facilities Exterior Maintenance Provided by AVCS

1. AVCS agrees to fund the cost of custodial maintenance for grounds and the exterior buildings allocated to Antelope View Charter School.

- a. AVCS will fund routine janitorial maintenance and cleaning of the grounds and exterior of the facility.

Section Four

Facilities Exterior Maintenance Provided by CJUSD

1. CJUSD agrees to provide materials and to pay for workmanship to provide all routine and non-routine maintenance and repair of all elements of the exterior of the facility including:

- a. Routine grounds maintenance including mowing, pruning, watering and routine maintenance of sprinkler system,
 - i. Clean-up of graffiti,
 - ii. Painting of building exterior as needed,
 - iii. Window replacement in the event a window is broken,
 - iv. Routine maintenance of security system and locks on exterior doors.

Chapter 5

Business Services

In consideration of the mutual covenants and promises set forth in this agreement, CJUSD and AVCS agree as follows:

Section One

Communication and Coordination

1. **Single Staff Contact:** CJUSD agrees to provide a single staff contact to coordinate business services between CJUSD and AVCS.

2. **Site Visitation:** CJUSD agrees to send a representative to visit the AVCS site to ensure compliance.

3. **Mediating Disputes:** CJUSD agrees to participate in resolution of all disputes pursuant to policies and processes developed by the Center Joint Unified School District, as referenced in the Center Joint Unified School District Complaint Concerning District Employee(s) BP/AR 1312.1.

Section Two.
Financial Oversight and Collaboration

1. Financial Oversight Provided by CJUSD:

- a. CJUSD agrees to provide financial oversight, including payroll services.
- b. CJUSD will make AVCS aware of fiscal timetables and reporting deadlines in writing by August 1st of each school year: Ex. end of month, P1, P2, P3.
- c. CJUSD will serve as the fiscal agent for AVCS and will conduct all financial audits consistent with state accounting practices.
 - i. The reports will be available for review by the public.
 - ii. No later than December 31 of each calendar year, which is the deadline established by the state of California, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees.
 - iii. Any disputes regarding the resolution of audit exceptions will be addressed by Center Joint Unified School District.

2. Dispute Resolution:

- a. AVCS is considered a district school and is subject to all board policies unless specifically waived by the Center Joint Unified School District Board of Trustees.
- b. Dispute between AVCS and Center Joint Unified School District Board of Trustees will be resolved in consultation with AVCS Charter Advisory Committee, with final authority resting with the Center Joint Unified School District Board of Trustees.
 - i. Amendments to the Memorandum of Understanding will be made through the AVCS Charter Advisory Committee as defined in the Charter and approved by the Board of Trustees for CJUSD.

3. Charter Revocation:

- a. CJUSD may revoke the AVCS Charter under the following conditions:
 - i. Failure to meet acceptable standards of fiscal management,
 - ii. Failure to make progress toward pupil outcomes outlined in the Charter,
 - iii. Committing a violation of the conditions, standards, or procedures outlined in this Memorandum of Understanding or the Charter approved by CJUSD Board of Trustees.
- b. In the event the Board of Trustees of the Center Joint Unified School District determines AVCS to have engaged in fiscal mismanagement or violated any provision of law, the Board of Trustees in consultation with the AVCS Charter Advisory Committee, may at its sole discretion, and with 90 days written notification terminate this agreement and revoke the AVCS Charter. However, if the alleged violation presents an immediate threat to health or safety, the Center Joint Unified School District Board of Trustees may act immediately.

4. Financial Oversight Facilitated by AVCS:

- a. AVCS will provide all financial statements required by CJUSD.
- b. AVCS will utilize QSS software along with timetables established by CJUSD to remain in compliance with all required deadlines in fiscal matters. AVCS agrees to provide Center Joint Unified School District with access to its QSS software and to provide Center Joint Unified School District with any and all necessary passwords and/or access codes to do so.

- c. AVCS will utilize the same audit firm chosen by CJUSD in order to maintain continuity within the district. Furthermore, AVCS will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on the total cost of the audit divided by the total number of students in the district times the total number of students enrolled at AVCS averaged across PI, P2, and P3.

5. Fiscal Agreements:

- a. AVCS commits the following financial obligations to CJUSD in accordance with the California Education Code sections describing charter schools and agreement between the two entities.
 - i. 3% indirect district oversight of overall actual revenues of AVCS per the law for substantially rent-free facilities (to be adjusted by law) including:
 - 1. Insurance (Schools Insurance Group) excluding additional insurance outlined in the health and safety section of this Memorandum of Understanding
 - 2. Special Education Local Planning oversight and support as defined in Chapter Two of this Memorandum of Understanding,
 - 3. District technology and facility support, as defined in Chapter Three and Four of this Memorandum of Understanding,
 - ii. Direct Costs including:
 - 1. Utilities,
 - 2. Business office and personnel department (salary + benefits) / (P2 Total District-Wide ADA) X (P2 Total Charter ADA)
 - 3. Custodial services,
 - 4. Compensation to CJUSD for AVCS students taking courses, using facilities, and participating in activities in CJUSD (per student cost). Total Certificated Costs / Total CHS Students (CBEDS) / 5 sections.
 - 5. Fingerprinting and drug testing for new employee applicants through the Personnel Office.
- b. Center Joint Unified School District shall retain 100% of the AVCS special education funding based upon the total annual ADA of the AVCS to cover the cost of special education services provided by the Center Joint Unified School District. In addition Center Joint Unified School District is authorized to deduct from AVCS revenues a special education general fund encroachment fee for each pupil enrolled at AVCS. General fund encroachment fees shall be computed by dividing Center Joint Unified School District's total special education general fund encroachment in the preceding fiscal year by the total district ADA for the preceding fiscal year multiplied by the AVCS total ADA in the preceding fiscal year (and reference Chapter 2 - Section Two, #1).
- c. CJUSD will provide AVCS with all charter information and monies with respect to the fiscal support of AVCS including but not limited to:
 - i. Block grant funding for charter schools.
 - ii. Categorical funding for charter schools.
- d. AVCS will provide CJUSD with all information pertinent to its responsibility for fiscal and oversight activities upon receipt of the information.

- e. CJUSD agrees to sponsor AVCS insurance needs.
 - i. It is the responsibility of CJUSD to examine the liability of the Personalized Learning Program at AVCS to determine if additional coverage is required, then any new policies or additional costs will be the fiscal responsibility of AVCS.

6. Indemnification:

- a. AVCS agrees to indemnify, defend, and hold harmless CJUSD, its board of trustees, officers, agents, and employees from and against all claims, demands, damages, costs, and expenses of whatever nature including court costs and attorney fees arising out of or resulting from active negligence of AVCS, its advisory board, officers, agents, and employees.
- b. CJUSD agrees to indemnify, defend, and hold harmless AVCS, its charter board, officers, agents, and employees from and against all claims, demands, damages, costs, and expenses of whatever nature including court costs and attorney fees arising out of or resulting from the active negligence of CJUSD, its board of trustees, officers, agents, and employees.
- c. It is understood that such indemnity shall survive the termination of this Agreement.

Center Unified School District

AGENDA REQUEST FOR:

Site: Center High School

Date: 3/16/10

To: Board Members

From: Michael Jordan, Principal

Action Item X

Information Item

Attached Pages 52
(26 double sided)

Principal's Initials: m.j.

SUBJECT:

Please approve the attached School Safety Plan for Center High School.

Thank you

CONSENT AGENDA

CENTER HIGH SCHOOL
HOME OF SCHOLARS AND CHAMPIONS

Safe School
And
Emergency Preparedness Plan

Center Unified School District
Antelope, CA

Revised 2009-2010 School Year

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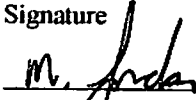
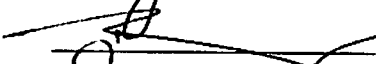




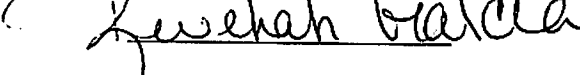
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Emergency Preparedness Plan Signature Sheet

Center High's Safe School Plan was developed in accordance with SB 187 and Safe Schools A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy is included.

A detailed crisis response plan based on the California Standardized emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
Mike Jordan	Principal	
Doug Hughey	Assistant Principal	
Susan Radi	Teacher	
Elizabeth McCloskey	Counselor	
Karen Matre	Secretary	
Brian Bowman	SRO	
Rebekah Garcia	Parent	

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

For these objectives to be attained it will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan is developed to be used in case of emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergence information must be taken with them during the drill.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

Center Unified School District

Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

Center High School Mission Statement

The mission of Center High School's Safe School Plan is to provide a safe and secure environment free of violence, drugs, and fear- to allow each student to learn and become productive, thoughtful, and responsible member of our multiethnic society, and to become actively involved in developing full potential as a human being.

Center High School EMERGENCY SHUT OFFS

REV.	
0	990708
1	050729
2	070917
3	080917

MAIN WATER SHUT OFF

ON WATT AVE. BY ENTRY GATE
REMOVE COVER, TURN CLOCKWISE
0464 ACCESS KEY

MAIN ELECTRICAL SHUT OFF

012 PROJECT - 0464 ACCESS KEY

MAIN ELECTRICAL SHUT OFF

CUSTODIAL RM
KEY FOR ACCESS



CUSD-CSS

REV.	FILE NAME:	DWG. NAME:	SIZE
3	CHS_a.dwg	Center High School	A
SCALE	DWG. DATE:	DRAWN BY:	SHEET:
None	09-17-2008	LD L. D. Dord	1 of 1

1.0000

(School Name) CLASSROOM EVACUATION MAP

OFF SITE EVACUATION MAP

McClellan High School (continuation high school)

- a. Contact: David DeArcos, Principal**
- b. Phone: 339-4690**
- c. Directions: Watt ave.**

EMERGENCY PHONE NUMBERS

- Sheriff/Fire Department: 911
- Twin Rivers Dispatch 286-4875
- District School Resource Officer 275-0256
- Poison Control Center, UCD Medical Center:(916) 734-3692
- California American (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Facilities and Operations:
 - Craig (916) 338-7580
 - Carol (916) 338-6337
 - Kim (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal
Asst. Principal
Secretary
Morning Custodian
Night Custodian
Monitors

Telephone Communication

1. The school telephones may **NOT** be used by **ANY** person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Safe School Sheriff, and the Superintendent.

DRILLS

The principal shall hold fire drills and intruder alert drills monthly to insure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Safe School Sheriff as necessary.

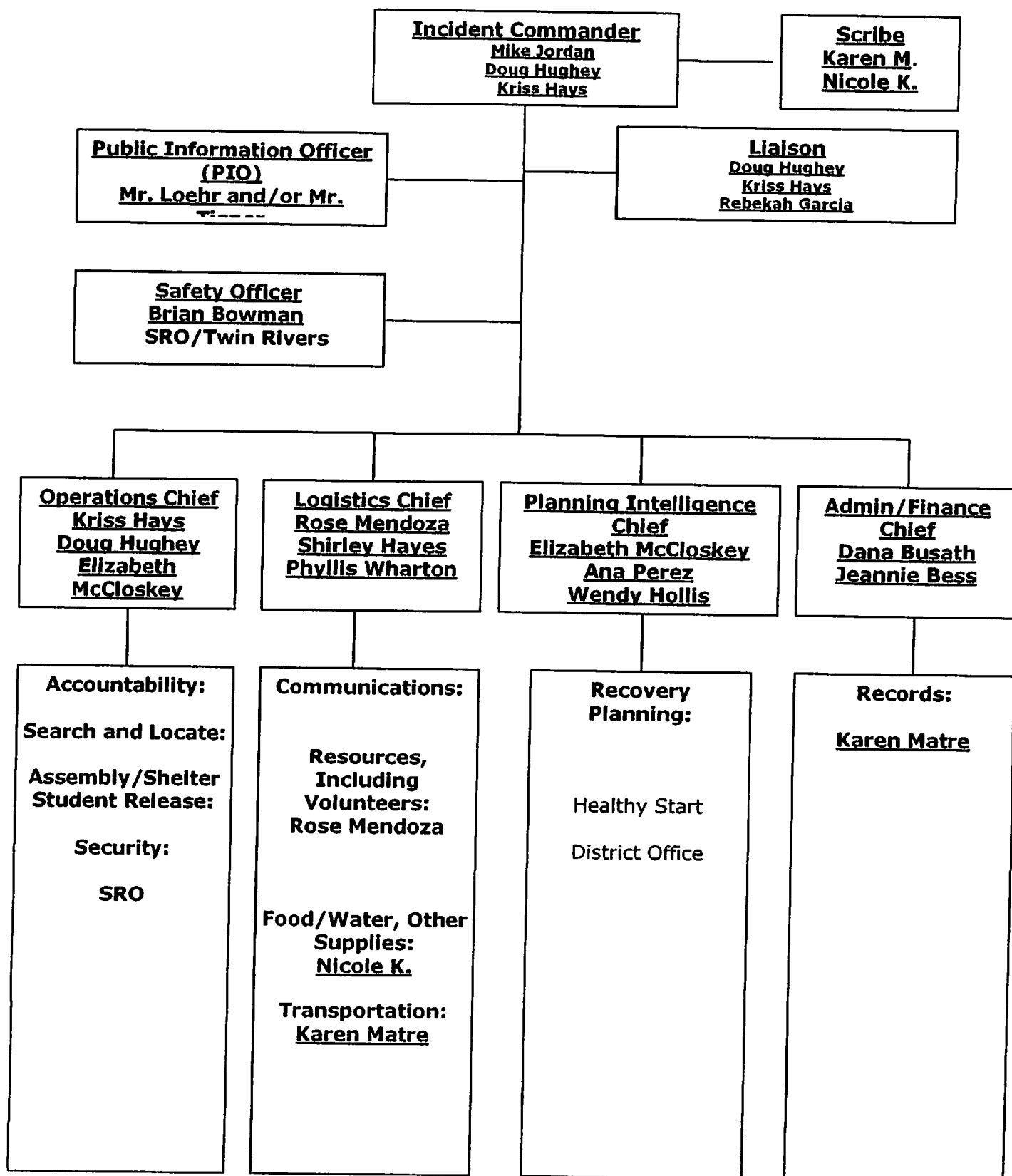
INCIDENT COMMAND SYSTEM

The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT, who then are responsible for the assignment. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident supervisor (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to members of the crisis management team provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

CENTER HIGH SCHOOL INCIDENT COMMAND SYSTEM



Center High School Incident Command Descriptions

Incident Commander

The Incident Commander is the overall leader during an emergency incident. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Liaison

The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies.

Scribe

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Operations Chief

The Operations Chief manages the members of the operations team. The chief reports directly to the Liaison. This group is the "Doers" they perform the "hands on" response.

Accountability

The accountability team checks attendance for that day for both students and adults (everyone on campus). The team leader will provide a report to the operations chief.

Search and Locate

This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary.

Assembly/Shelter/ Student Release

This team is responsible for setting up an evacuation site. They will coordinate the supervision of students until they are released. Rest rooms will most likely be a major concern.

This team will all supervise the release of students. They will be responsible for setting up a parent center, gathering information from the Accountability team. They will document the persons picking up students. Must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful.

Logistics Chief

The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

Communications

This team will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes, relay information to section chiefs, staff, and parent.

Resources

This team is responsible for locating and acquiring needed resources, including people.

Food/Water and Other Supplies

This team will provide these items as needed.

Transportation

Responsibilities for this team include: arranging for buses, supervising loading and moving of buses, or arranging alternative forms of transportation as needed.

Planning Intelligence

The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

CRISIS RESPONSE

EVACUATIONS

GENERAL EVACUATION

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary.

If a general evacuation is ordered, the school population will be sent home, to (Site evacuation location), or to another location. Students are evacuated by walking or on school busses.

If the school has been evacuated the response personnel will need to decide when it is safe for you to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

BUILDING EVACUATION

1. The field is the designated assembly area.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate the building via prearranged evacuation route, quickly, quietly, and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. Students will take nothing with them.
5. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
6. During recess the students should go to their assembly area on the field.
7. If a student is not with their regular class, they will remain with that class.
8. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Principal or Vice-Principal. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
9. The custodian will notify the utility companies of a break or suspected break in utilities.
10. The principal will determine whether the students will go home, or if any further action should be implemented. If students are released prior to regular hours, follow the section "Releasing Students to Parents." He/she will also report any missing students to emergency personnel.

EVACUATION OF SCHOOL GROUNDS

In the event the school can not be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to (Site evacuation location)

The principal will call the Superintendent and transportation. Before leaving the school grounds a notice will be posted on the front door informing parents of where to pick up their children. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Secretary.

When evacuating to Spinelli, the students will walk quickly, quietly, and in single file to Brown Otter, if busses are available, students will board on Brown Otter Drive. They will proceed to North Country Drive and then on to Moccasin, the next right. Moccasin leads to Blackfoot. Students will cross Watt Avenue to Scotland Drive and on to Spinelli.

When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge:

Alternate:

Alternate:

Exit the Building

...when the fire alarm sounds or instructed to, "leave the building".

Evacuation Instructions

Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at pre-designated location away from building

Students

- In Home Classroom
 - Leave **ALL** personal items in classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom
 - Leave **All** personal items in classroom.
 - Exit with their supervisor, or if alone, exit the nearest unblocked exit.
 - Remain with the class with which you exited.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine **WHEN** it is safe to re-enter

- Notify teachers by all clear signal or runner. **DO NOT USE FIRE ALARM SIGNAL** for re-entry.

If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

- Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to (Location of meeting area), either to board busses or to walk to (Site evacuation location).

LOCKDOWN PROCEDURE

Airborne toxicants can move downwind so rapidly that there would be no time to evacuate residents. For short-term releases, often the most prudent course of action for the protection of the nearby schools would be to remain inside with the doors closed, and the heating and air-conditioning systems turned off. An airborne cloud will frequently move past quickly.

In-place sheltering, therefore, may be a sensible course of action when the risks associated with an evacuation are outweighed by the benefits of in-place sheltering. In order for this protection measure to be effective, the effected population must be advised to follow the guidelines listed below.

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked). Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have student assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING

An accidental release of hazardous materials may require the evacuation of people from certain areas to prevent injury or death. The school may be directly affected by toxic fumes and gases. Additionally, schools may be affected during the course of the incident through wind shift or a change in site conditions. Evacuation is a complex undertaking; it will be decided by the local fire or police department. The school (s) will be notified by emergency responders and the principal must contact the District Office for further instructions.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety, so that it may not be used. A general evacuation requires a significant amount of lead-time, which may not be available.

CHEMICALS

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The Fire Department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the Fire Department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

EARLY DISMISSAL

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

RELEASE OF STUDENTS TO PARENTS

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the **ONLY** adults the students will be released to. Any other adult showing up may stay **WITH** the student, but he/she will **NOT** be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

PRIOR to the **APPROVED** adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

INFORMING PARENTS

See "Release of Students to Parents" section to see how parents will be contacted in the event of an emergency.

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. Since the Emergency Response Plan is too long to mail out to all parents, the entire plan will be available in the office for parental review. We will sent home parts of this plan to obtain their help

At the beginning of the school year we will send home the following information:

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to Spinelli Elementary School on Scotland Drive. If possible, notification will be sent to parents through the automatic dialing system, otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

BOMB THREAT PROCEDURES

I. Office Personnel

- A. If the threat is made by any means other than telephone, immediately notify an administrator.
- B. If the threat is made by telephone, the person receiving the call is to do the following.
 1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so Who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 2. Ask the caller three questions, in this order:
 - a. When is the bomb going to explode? The caller may or may not respond to this question. If the threat is real, chances are he/she will say something.

If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.
 - b. Where is the bomb located? What kind of bomb is it? If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.
 - c. Why are you doing this? Where are you now? The caller's answer to these questions will give you a clue as to whether or not it is a real threat. IF he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In NO EVENT suggest a reason to him by asking something like, "Do you want money?" let the caller provide the reason.
 3. Note the time that the call was received, and immediately notify the Principal (Mrs. Lord) or Assistant Principal (Mr. Farrel).
 4. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- A. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- B. Wait for the Sheriff's unit to arrive. Assist the officers as needed.
- C. Provide a designated employee (s) to assist law enforcement in search of suspicious objects on school grounds.
- D. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.

- i. Students will exit campus via Brown Otter Drive if the decision to evacuate is made.
 - E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.
- III. Teachers
- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
 - B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
 - C. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
 - D. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
 - E. Do not let the students know that we have a bomb threat. Treat it as a routine "fire drill".
- IV. Custodians, Cooks, and other Classified Employees
- A. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
 - B. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female
Calm	Nervous
Young	Old
Rough	Refined
	Middle-Aged

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____

Horns Whistles Bells
Machinery Aircraft Tape Recorder Other _____

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

- B. What line did the call come in on? _____
- C. Is the number listed? Private Number? Whose? _____

- D. Person Receiving Call _____
- E. Telephone number the call was received at _____
- F. Date _____
- G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time Caller hung up _____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person Receiving the call

Department _____
Dept Phone No. _____
Home Address _____
Date: _____

Person monitoring the call

Department _____
Dept Phone No. _____
Home Address _____

DOMESTIC OR CIVIL DISTURBANCE

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained. To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school is sought.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

INTRUDER OR HOSTAGE SITUATION

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. **The School Staff Should Not Attempt To Disarm Terrorists.**

The procedures for the following situations are as follows:

TERRORIST OR INTRUDER ENTERS A CLASSROOM:

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher can not get to the communication system, he/she should attempt to send the code out the door with a student. The student will take the code to the nearest classroom. This code should be pre written on a slip of paper and kept somewhere near an exit. If you have two exits, then have two codes in place. Everyone needs to know where codes are kept in each room he/she will be teaching in. Students should be aware of where the code is kept and what it means. The code phrase is Mr. Q. Dial 1, followed by the name of **YOUR** pod. Do not take a chance if there is any doubt that the

child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.

3. Any teacher receiving the code from a student or other adult should immediately lock all doors, inform the office, and close the blinds. (If the note is from your pod, evacuate immediately to the next pod).
4. If there is another teacher, adult, or student in a back workroom who can safely make a call, line 6#0 will allow you to make an all call using the code, or call the office at 338-6480. Office number and 6#0 should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a HELP signal or written code will verbally announce the code over the intercom; "Mr. Q. Dial 1, Mr. Q. Dial 1", followed by the name of the pod where the incident is occurring. This is a signal to all other classrooms to proceed as if it were the Duck and Cover signal. Teachers will immediately lock ALL outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If the situation is occurring in your pod and you are in a pod with a connecting workroom, evacuate your students immediately and take them to the nearest safe classroom. Knock on the door and announce MR. Q! Mr. Q! This is the signal that it is safe for the teacher to answer the door. After you and your class are safely inside, instruct your students to assume the Duck and Cover position away from the windows.
8. Office will immediately dial 911 and call the safe school officer.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an ALL CLEAR signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly call out the code.

TERRORIST OR INTRUDER ENTERS THE OFFICE:

1. If the administrators, secretary office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. If any staff member is able to announce the code over the communication system, they will do so. (Line 6, #0 will access the intercom on all outgoing phones in the office and lounge). If this is a possibility, the staff will hear, "Mr. Q. Dial 1, Mr. Q. Dial 1 HEMLOCK. Hemlock is the name of the entire permanent structure; the office, library, MP room, and kitchen. The all call is not heard in the office.
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

TERRORIST OR INTRUDER APPEARS ON CAMPUS DURING RECESS:

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with 4 short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the code. If the incident is occurring on the playground, the code phrase will be followed by the words OUTSIDE LINE. This indicates that the situation is occurring somewhere out on the playground. The Duck and Cover signal will sound to alert all students in the field. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to

be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. Students in the field should exit via Brown Otter Drive. The adult in charge will need to assess the situation to determine if students can re-enter the campus in between Pine and Cypress and take cover in the classroom(s) or if students need to evacuate the campus walking North on Brown Otter Drive.

4. Teachers will go in the opposite direction of the intruder. If teachers or students arrive at a classroom door and find it locked, someone will need to knock and call out " Mr. Q! Mr. Q!" to signal to the teacher inside that it is safe to open the door.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

PROCEDURE TO DEAL WITH CIVIL DISTURBANCES

Violent Person

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "Duck and Cover" drill (long, low, bell will be initiated). Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; Contact the office immediately. The office will call 911 and the Safe School Officer. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license #, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information for Kidnapping/Attempted Kidnapping on the following page.

Mob

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911) and the Safe School Officer.
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the Parent or Guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911 followed by Safe School Officer.
2. Contact Superintendent.
3. Notify immediate family-parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality issues.
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

FIRE

Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY**. **DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON ELECTRICAL SUPPOETED FIRES**. Only **SMALL** fires should be fought with an extinguisher.

3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes. The nearest fire extinguisher is located in the Multi-Purpose room on the north wall near the stage.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 Have automatic extinguishers over deep fryers and grills.
 Have fire extinguishers for all types of fires in proper location.
 Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

FIRE DRILL PROCEDURES

The secretary will call the fire department to inform them it is a drill. The principal or vice-principal shall sound the alarm

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (in the field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the principal.

SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating **SILENT FIRE DRILL**. The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

FIRE EXTINGUISHERS

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

FIRE EXTINGUISHER INSPECTIONS

The head custodian will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

FLOOD

- Notify parents via radio & television.
- Notify bus drivers for an early/late dismissal.
- The custodian will shut off water to prevent contaminated water from entering the school supply.
- The custodian will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

AFTER THE DANGER IS OVER:

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

MINOR FLOODING

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors. If you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electric wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake:

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electric wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only-don't use matches or candles. If you smell gas:
 Open all windows and doors.
 Turn off the main gas valve at the meter.
 Leave the building immediately.
 Notify the Gas Company, police, and fire departments.
 Don't re-enter the building until it is safe.

6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

WIND AND OTHER TYPES OF SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office. If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

MEDICAL EMERGENCIES

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance.

A list of qualified persons who have had First Aid and CPR training should be maintained by the School Secretary for the principal. This list must be updated and distributed to the staff annually. At least ten percent of the staff should be trained in First Aid and CPR.

An Emergency Card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A RED CROSS first aid booklet is provided with each kit. First Aid procedures will follow the current American Red Cross First Aid manual.

Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

FOR SPECIFIC FIRST AID TREATMENT PLEASE SEE THE FOLLOWING PAGES.

FIRST AID STATIONS:

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency this will be used, but the multi-purpose room will be used also.

RESCUE:

With a non-critical or less serious injury, move the victim to the nurse's office.

WITH A SERIOUS OR CRITICAL INJURY-DO THE FOLLOWING:

1. Evaluate the situation. Unless the victim is in further danger, **DO NOT MOVE HIM.**
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

WITH NON-CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

WITH CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening, or if the child in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

ABDOMINAL PAIN

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

ARTIFICIAL RESPIRATION

- Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury-use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults 16-20 times per minute in children.
- If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
- If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal impossible over victim's mouth.
 - Small child-cover both mouth and nose.
- Continue Artificial Respiration until victim begins to breathe for him/herself or until help arrives.
- Carbon Monoxide Poisoning or Asphyxiation (due to lacks of oxygen):
- Check for breathing difficulties and give artificial respiration.

BLEEDING

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied a tourniquet must be loosened or removed only by a doctor.

INTERNAL BLEEDING - TREAT FOR SHOCK

BONE INJURIES

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture-no bleeding wound or broken skin)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture-broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as close fractures
 - X-ray may be necessary

BREATHING-Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.

- a. Be sure the victim is lying flat in the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
- a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

RESCUE BREATHING

1. Giving mouth-to-mouth rescue breathing to an adult.
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently in to the victim until you see the chest rise. Give 2 breaths, each lasting about 1 ½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (Begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children.
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

BURNS

1. Degrees
 - Skin red (1st degree)
 - Blisters develop (2nd degree) Never break open blisters
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns-1st and 2nd degree burns to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic (Do not use plastic on face)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary
4. First Aid for chemical burns
 - Wash chemical away with water
5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

CHOKING (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, **IMMEDIATELY DO THE FOLLOWING:**

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

CONVULSIONS OR SEIZURES

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

DIABETICS

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

DOG, OR OTHER ANIMAL, BITES

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

EARS

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

ELECTRIC SHOCK

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

EYES

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

FAINTING

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

FRACTURE

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

FROSTBITE

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

HEAD INJURY

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more of extremities
- Difference in size of pupils of the eyes

2. First Aid of Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

HEART ATTACK

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

NOSEBLEEDS

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

PANDEMIC FLU PLAN

Seasonal Flu

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended
Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information

POISONING

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

PUNCTURE WOUNDS (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection;

severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

SEIZURE

This can be an alarming sight; a person who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:

- a. There is little you can do to stop a seizure.
- b. Call for help.
- c. Let the seizure run its course.
- d. Help the victim to lie down and keep from falling to avoid injury.
- e. Do not use force.
- f. Loosen restrictive clothing.
- g. Do not try to restrain a seizure victim.
- h. Cushion the victim's head using folded clothing or a small pillow.
- i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:

- a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
- b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
- c. Check to see if the victim has any burns around the mouth. This would indicate poison.

3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

SHOCK

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid Breathing
 - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down
 - Control any external bleeding
 - Help the victim maintain body temperature, cover to avoid chilling
 - Reassure the victim
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911
 - Call parents

SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

WOUNDS

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

ACTION PLAN

The School Climate:

An action plan for people and programs reflecting the school's social environment

Objective 1: By year's end, student council will be an active voice in the decision-making process for the needs for the academic and social development of the student body at Center High School.

- 1) Monthly meetings through advocacy schedule.
- 2) Student Representative reports activities to Advocacy class.

Objective 2: Administration will develop built-in collaboration time to enhance the safe learning environment.

- 1) Weekly staff collaboration
- 2) Drug/Crime prevention
- 3) Gang awareness

The Physical Environment:

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

Objective 1: Improve current quality of the physical plant

1. Cohort developed that focuses on the physical plant
2. Community partnership
3. Staff/student "work" days before school opens

Objective 2: All students and staff will have the opportunity to be trained on emergency procedures for an athletic event and/or dance.

1. Use advocacy class to train students and staff
2. Use facilities to assimilate possible situations
3. Invite district office to take part and/or witness the procedures

The Social Environment:

An action plan to maintain the school's organizational structure

Objective 1: Maintain and improve upon the quality of parent and community involvement

- 1) Educate parents of Safety Plan
- 2) Communicate information through school website
- 3) Involve parents in activities such as Every 15 Minutes

**To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166**

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Internal Revenue Section 11169 to submit to DOJ a Child Abuse Investigation Report Form 555-A/553 if (1) an actual investigation has been conducted and (2) the incident is not undetected.

HATE MOTIVATED BEHAVIOR

As California's population becomes more diverse, it is important that school districts provided a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity. ***

In its publication entitled Hate-Motivated Behavior in Schools, the California Department of Education defines hate-motivated behavior as an act, or attempted act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. ***

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively. ***

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade and individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

NONDISCRIMINATION / HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

SUSPENSION FORM

CENTER UNIFIED

SUSPENSION NOTICE

Date _____ School _____ Grade _____ Student _____ DOB _____ Parent _____

Address _____ Home Phone _____ Work Phone _____ Teacher _____

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Date(s) of Suspension _____ Date to Return to School _____

Number of DAYS suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19
☐ 20

Number of TIMES suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date _____ Time _____

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: _____ Time _____

EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.

EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ☐ (a-4) Robbery or extortion.
- ☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND _____

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

PLEASE NOTE: DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

Teacher's Signature Date

and/or

Administrator's Signature Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School
tg:8.98

AGENDA ITEM # X111-6

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Antelope View CS

Action Item ____

Date: April 7, 2010

Information Item ____

To: Board of Trustees

Attached Pages:

From: David DeArcos

Principal's Initials:

DD

SUBJECT: AVCS Safe School and Emergency Preparedness Plan

RECOMMENDATION: That CUSD Board of Trustees ratifies Antelope View Safe School and Emergency Preparedness Plan for school year 2009-2010.

CONSENT AGENDA

AGENDA ITEM # X111-6

ANTELOPE VIEW CHARTER SCHOOL



Safe School And Emergency Preparedness Plan

**Center Unified School District
Antelope, CA**

Revised 2009-2010 School Year

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Emergency Preparedness Plan Signature Sheet

Antelope View's Safe School Plan was developed in accordance with SB 187 and "Safe Schools A Planning Guide for Action," published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy is included.

A detailed crisis response plan based on the California Standardized emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first-aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Dan DeArco</u>	Principal	<u>[Signature]</u>
<u>Shannon Decker</u>	Teacher	<u>[Signature]</u>
<u>James Fertch</u>	Teacher	<u>[Signature]</u>
<u>Kevin Shira</u>	Teacher	<u>[Signature]</u>
<u>Sandi Marshall</u>	Administrative Assistant	<u>[Signature]</u>
_____	Parent	_____
_____	Student	_____

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

For these objectives to be attained it will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan is developed to be used in case of emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergence information must be taken with them during the drill.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

(School Name) CLASSROOM EVACUATION MAP

(School Name) OFF SITE EVACUATION MAP

- Sheriff/Fire Department: 911
- Twin Rivers Dispatch 286-4875
- District Safe School Officer 275-0256
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig (916) 338-7580
 - Carol (916) 338-6337
 - Kim (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Dudley Elementary School: (916) 338-6470
- North Country Elementary School: (916) 338-6480
- Oak Hill Elementary School: (916) 338-6460
- Spinelli Elementary School: (916) 338-6490
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Global Youth Charter School: (916) 339-4680
- McCiellan High School: (916) 338-6445

EMERGENCY PHONE NUMBERS

COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by cell phone. The custodian keeps a personal cell phone with him at all times.

Telephone Communication

1. The school telephones may **NOT** be used by **ANY** person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Safe School Sheriff, and the Superintendent.

DRILLS

The principal shall hold fire drills and intruder alert drills monthly to insure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone on the campus, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the Upper Gym/Cafeteria. The school secretary will be responsible to notify Sacramento Fire Department and Safe School Sheriff as necessary.

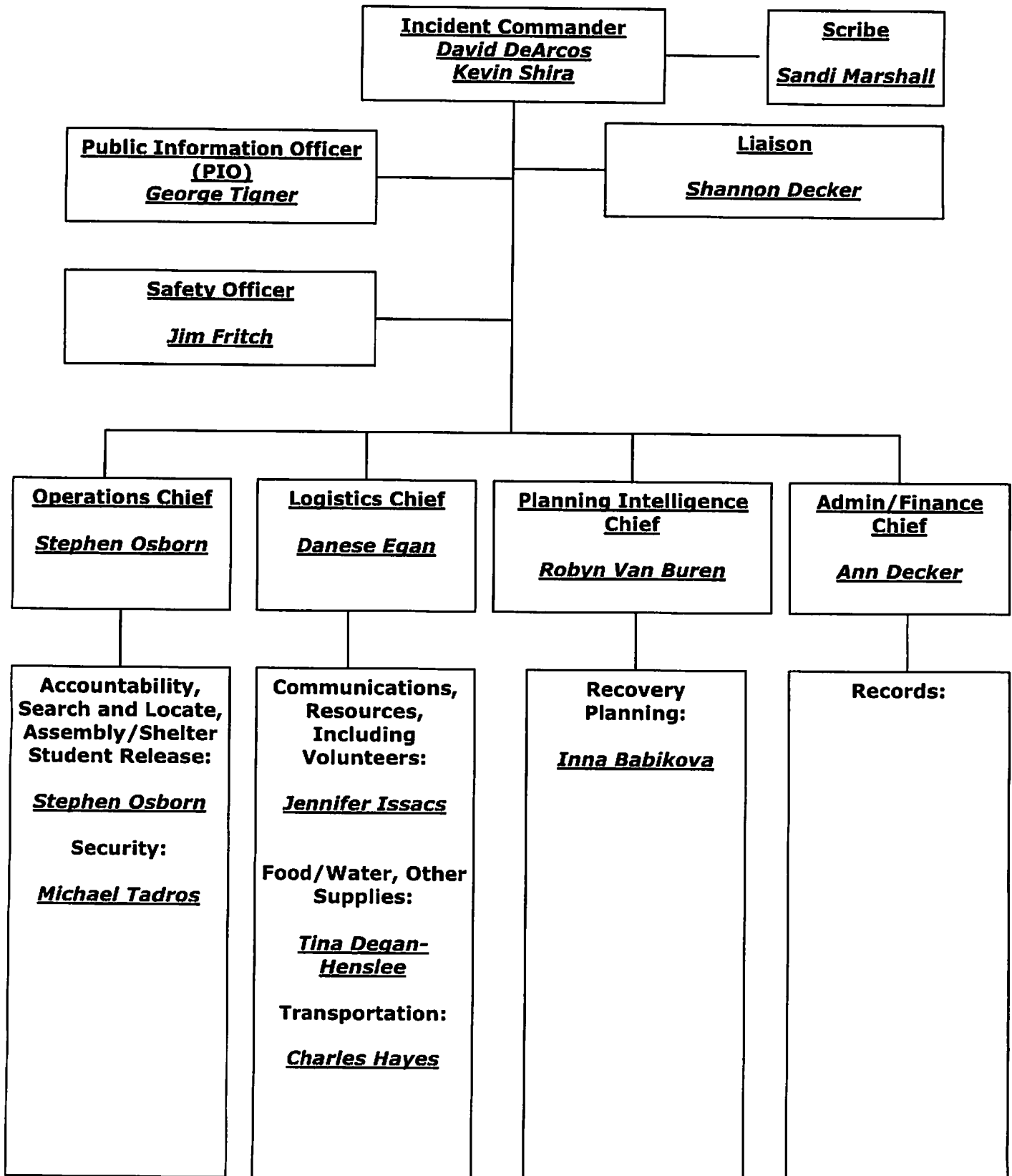
INCIDENT COMMAND SYSTEM

The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT, who then are responsible for the assignment. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident supervisor (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to members of the crisis management team provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

Antelope View INCIDENT COMMAND SYSTEM



Antelope View Incident Command Descriptions

Incident Commander

The Incident Commander is the overall leader during an emergency incident. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Liaison

The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies.

Scribe

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Operations Chief

The Operations Chief manages the members of the operations team. The chief reports directly to the Liaison. This group is the "Doers" they perform the "hands on" response.

Accountability

The accountability team checks attendance for that day for both students and adults (everyone on campus). The team leader will provide a report to the operations chief.

Search and Locate

This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary.

Assembly/Shelter/ Student Release

This team is responsible for setting up an evacuation site. They will coordinate the supervision of students until they are released. Rest rooms will most likely be a major concern.

This team will all supervise the release of students. They will be responsible for setting up a parent center, gathering information from the Accountability team. They will document the persons picking up students. Must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful.

Logistics Chief

The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

Communications

This team will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes, relay information to section chiefs, staff, and parent.

Resources

This team is responsible for locating and acquiring needed resources, including people.

Food/Water and Other Supplies

This team will provide these items as needed.

Transportation

Responsibilities for this team include: arranging for buses, supervising loading and moving of buses, or arranging alternative forms of transportation as needed.

Planning Intelligence

The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

EOC Message Form

EOC Message Form																																				
Date	Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY (Life Threatened) URGENT (Property Threatened) ROUTINE (All Others) </div>																																			
Time																																				
TO	Name <hr/> Title <hr/> Location <hr/>	FROM	Name <hr/> Title <hr/> Location <hr/>																																	
Check One <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: left; padding: 5px;"><u>Category</u></th> <th style="width: 15%; text-align: left; padding: 5px;"><u>Number</u></th> <th style="width: 70%; text-align: left; padding: 5px;"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A.</td> <td style="padding: 5px;"># _____</td> <td style="padding: 5px;">Fatalities</td> </tr> <tr> <td style="padding: 5px;">B.</td> <td style="padding: 5px;"># _____ Minor</td> <td style="padding: 5px;">Injuries Minor: In need of First Aid attention only</td> </tr> <tr> <td style="padding: 5px;">C.</td> <td style="padding: 5px;"># of Injured</td> <td style="padding: 5px;">Injuries (Ambulance)</td> </tr> <tr> <td></td> <td style="padding: 5px;"># _____ Major</td> <td style="padding: 5px;">Major: Unable to treat on site i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.</td> </tr> <tr> <td></td> <td></td> <td style="padding: 5px;">Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage</td> </tr> <tr> <td style="padding: 5px;">D.</td> <td style="padding: 5px;"># _____ Moderate Circle one</td> <td style="padding: 5px;">Property Damages</td> </tr> <tr> <td></td> <td style="padding: 5px;">Major</td> <td style="padding: 5px;">Major damage: building collapse, building leaning, major ground movement causing large cracks in ground</td> </tr> <tr> <td></td> <td style="padding: 5px;">Moderate</td> <td style="padding: 5px;">Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).</td> </tr> <tr> <td></td> <td style="padding: 5px;">Minor</td> <td style="padding: 5px;">Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.</td> </tr> <tr> <td style="padding: 5px;">E.</td> <td style="padding: 5px;"> Minor _____ Ambulance _____ PG&E _____ Other </td> <td style="padding: 5px;"> Resources Needed _____ Other: (describe) </td> </tr> </tbody> </table>				<u>Category</u>	<u>Number</u>	<u>Description</u>	A.	# _____	Fatalities	B.	# _____ Minor	Injuries Minor: In need of First Aid attention only	C.	# of Injured	Injuries (Ambulance)		# _____ Major	Major: Unable to treat on site i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.			Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage	D.	# _____ Moderate Circle one	Property Damages		Major	Major damage: building collapse, building leaning, major ground movement causing large cracks in ground		Moderate	Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).		Minor	Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.	E.	Minor _____ Ambulance _____ PG&E _____ Other	Resources Needed _____ Other: (describe)
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↑ <small>Transmit only the data within the box above in 30-60 seconds. After transmission, wait for EOC's request to elaborate.</small>																																				
Additional Information:																																				
Disposition:																																				
Action Requested By:		Time Action provided:																																		
(Name)																																				

STAFF SPECIAL SKILLS / HEALTH CONCERNS

Antelope View Charter School

Staff Emergency Information

03/15/2010

	Staff Member	Cell Number	Health Concerns	Special Skills
1	Babikova, Inna			
2	DeArcos, Davis			
3	Decker, Ann			
4	Decker, Shannon			
5	Degan-Henslee, Tina			
6	Egan, Danise			
7	Fritch, Jim			
8	Hayes, Charles			
9	Isaacs, Jennifer			
10	Marshall, Sandi			
11	Osborn, Stephen			
12	Shira, Kevin			
13	Stack, Scott			
14	Stoops, Marilyn			
15	Tadros, Michael			
16	Van Buren, Robyn			
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25				

CRISIS RESPONSE

EVACUATIONS

GENERAL EVACUATION

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary.

If a general evacuation is ordered, the school population will be sent home, to (Site evacuation location), or to another location. Students are evacuated by walking or on school busses.

If the school has been evacuated the response personnel will need to decide when it is safe for people to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

BUILDING EVACUATION

1. The front parking lot and rear athletic field are the designated assembly areas.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate their buildings via prearranged evacuation routes, quickly, quietly, and in single file. The last person out of each room shall pull the door closed, but will not lock it. All will proceed to their designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. Students will take nothing with them.
5. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
6. During passing periods, students shall go directly to the closest assembly area.
7. If a student is not with their regular class, they will remain with that class.
8. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Principal or Administrative Assistant. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
9. The custodian will notify the utility companies of a break or suspected break in utilities.
10. The Principal will determine whether the students will go home, or if any further action should be implemented. If students are released prior to regular hours, follow the section "Releasing Students to Parents." He/she will also report any missing students to emergency personnel.

EVACUATION OF SCHOOL GROUNDS

In the event the school can not be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the grassy area at the edge of the front parking lot.

The principal will call the Superintendent and transportation. Before leaving the school grounds a notice will be posted on the front door informing parents of where to pick up their children. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Administrative Assistant.

When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge: David DeArcos
 Alternate: Sandi Marshall
 Alternate: Ann Decker

Exit the Building

...when the fire alarm sounds or when instructed to "leave the building."

Evacuation Instructions

Teachers

- Take class lists, and red/green cards.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to the pre-designated area. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at pre-designated location away from building.

Students

- Leave **ALL** personal items in classroom.
- Follow teacher and exit in a quiet and orderly manner.
- Exit with their teacher, or if alone, exit the nearest unblocked exit.
- Remain with the class with which you exited.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine **WHEN** it is safe to re-enter
 - Notify teachers by all clear signal or runner. **DO NOT USE FIRE ALARM SIGNAL** for re-entry.

If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

- Instruct teachers to:
 - Release students using predetermined procedures.

LOCKDOWN PROCEDURE

Airborne toxicants can move downwind so rapidly that there would be no time to evacuate residents. For short-term releases, often the most prudent course of action for the protection of the nearby schools would be to remain inside with the doors closed, and the heating and air-conditioning systems turned off. An airborne cloud will frequently move past quickly.

In-place sheltering, therefore, may be a sensible course of action when the risks associated with an evacuation are outweighed by the benefits of in-place sheltering. In order for this protection measure to be effective, the effected population must be advised to follow the guidelines listed below.

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked). Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have student assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING

An accidental release of hazardous materials may require the evacuation of people from certain areas to prevent injury or death. The school may be directly affected by toxic fumes and gases. Additionally, schools may be affected during the course of the incident through wind shift or a change in site conditions. Evacuation is a complex undertaking; it will be decided by the local fire or police department. The school (s) will be notified by emergency responders and the principal must contact the District Office for further instructions.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety, so that it may not be used. A general evacuation requires a significant amount of lead-time, which may not be available.

CHEMICALS

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The Fire Department shall be informed by the Principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the Principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the Fire Department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

EARLY DISMISSAL

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the Principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

RELEASE OF STUDENTS TO PARENTS

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the **ONLY** adults the students will be released to. Any other adult showing up may stay **WITH** the student, but he/she will **NOT** be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

PRIOR to the **APPROVED** adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's Name_____

Date_____Time_____

Teacher_____

Room #_____Grade_____

PERSON CHECKING OUT STUDENT:

Signature_____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name_____

Address_____

Phone #_____

STUDENTS UNACCOUNTED FOR

Teacher's Name_____Grade_____Room_____

Students unaccounted for:

INFORMING PARENTS

See "Release of Students to Parents" section to see how parents will be contacted in the event of an emergency.

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. Since the Emergency Response Plan is too long to mail out to all parents, the entire plan will be available in the office for parental review. We will send home parts of this plan to obtain their help

At the beginning of the school year we will send home the following information:

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to the grassy area at the outer edge of our front parking lot. If possible, notification will be sent to parents through the automatic dialing system, otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

BOMB THREAT PROCEDURES

I. Office Personnel

A. If the threat is made by any means other than telephone, immediately notify an administrator.

B. If the threat is made by telephone, the person receiving the call is to do the following.

1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so Who? As soon as possible, indicate your impressions on the Bomb Threat Form.

2. Ask the caller three questions, in this order:
a. When is the bomb going to explode? The caller may or may not respond to this question. If the threat is real, chances are he/she will say something.

If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.

b. Where is the bomb located? What kind of bomb is it? If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.

c. Why are you doing this? Where are you now? The caller's answer to these questions will give you a clue as to whether or not it is a real threat. IF he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In NO EVENT suggest a reason to him by asking something like, "Do you want money?" let the caller provide the reason.

3. Note the time that the call was received, and immediately notify the Principal (Mr. DeArcos) or Administrative Assistant (Sandi Marshall).

4. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

A. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.

B. Wait for the Sheriff's unit to arrive. Assist the officers as needed.

C. Provide a designated employee (s) to assist law enforcement in search of suspicious objects on school grounds.

D. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.

i. Students will exit campus if the decision to evacuate is made.

- E. Maintenance, Operations, & Transportation will be called to provide buses for students if necessary.

III. Teachers

- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- C. Keep your group together and walk with them to the evacuation area. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- D. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
- E. Do not let the students know that we have a bomb threat. Treat it as a routine "fire drill".

IV. Custodians, Cooks, and other Classified Employees

- A. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- B. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female
Calm	Nervous
Young	Old
Rough	Refined
	Middle-Aged

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____

Horns Whistles Bells
Machinery Aircraft Tape Recorder Other_____

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways?_____
- B. What line did the call come in on?_____
- C. Is the number listed? Private Number? Whose?_____
- D. Person Receiving Call_____
- E. Telephone number the call was received at_____
- F. Date_____
- G. Report call immediately to:_____
- (Refer to bomb incident plan)

Signature_____ Date_____

THREATENING PHONE CALL FORM

Time call was received_____ Time Caller hung up_____

Try to get another person on the line and record the conversation. Exact words of person:_____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____
5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person Receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No._____

Dept Phone No._____

Home Address_____

Home Address_____

Date:_____

DOMESTIC OR CIVIL DISTURBANCE

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained. To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school is sought.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

INTRUDER OR HOSTAGE SITUATION

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. **The School Staff Should Not Attempt To Disarm Terrorists.**

The procedures for the following situations are as follows:

TERRORIST OR INTRUDER ENTERS A CLASSROOM:

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher can not get to the communication system, he/she should attempt to send the code out the door with a student. The student will take the code to the nearest classroom. This code should be pre written on a slip of paper and kept somewhere near an exit. If you have two exits, then have two codes in place. Everyone needs to know where codes are kept in each room he/she will be teaching in. Students should be aware of where the code is kept and what it means. The code phrase is "Mr. Q. Dial 1," followed by the number of **YOUR** classroom. Do not take a chance if there is any doubt

that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.

3. Any teacher receiving the code from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
5. Try to obey all commands of the terrorist/intruder.
6. The office personnel upon receiving a HELP signal or written code will verbally announce the code over the intercom; "Mr. Q. Dial 1, Mr. Q. Dial 1," followed by the number of the classroom where the incident is occurring. This is a signal to all other classrooms to proceed as if it were the Duck and Cover signal. Teachers will immediately lock ALL outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks, away from the windows.
7. Office will immediately dial 911 and call the safe school officer.
8. No one will evacuate the building unless instructed to do so by the Principal or uniformed police officer.
10. Remain in your room until an ALL CLEAR signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, lab, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly call out the code.

TERRORIST OR INTRUDER ENTERS THE OFFICE:

1. If the administrators, Administrative Assistant, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. If any staff member is able to announce the code over the communication system, they will do so. If this is a possibility, the staff will hear, "Mr. Q. Dial 1, Mr. Q. Dial 1 HEMLOCK."
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

TERRORIST OR INTRUDER APPEARS ON CAMPUS DURING MEALS OR PASSING PERIODS:

1. Any staff member who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will inform the office immediately.
2. The office will announce the code "Mr. Q. Dial 1, OUTSIDE LINE, Mr. Q. Dial 1, OUTSIDE LINE." This indicates that the situation is occurring somewhere outside. The Duck and Cover signal will sound to alert all students who are outside. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students hearing the Duck and Cover signal will go to the nearest classroom and follow instructions.
4. If teachers or students arrive at a classroom door and find it locked, someone will need to knock and call out "Mr. Q! Mr. Q!" to signal to the teacher inside that it is safe to open the door.
5. If an intruder arrives on the campus and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible out of the open and into a safe building.

PROCEDURE TO DEAL WITH CIVIL DISTURBANCES

Violent Person

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "Duck and Cover" drill (long, low, bell will be initiated). Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; Contact the office immediately. The office will call 911 and the Safe School Officer. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license #, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information for Kidnapping/Attempted Kidnapping on the following page.

Mob

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911) and the Safe School Officer.
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the Parent or Guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911 followed by Safe School Officer.
2. Contact Superintendent.
3. Notify immediate family-parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality issues.
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

FIRE

Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY. DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON ELECTRICAL SUPPOETED FIRES**. Only **SMALL** fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Lab

The lab is to be equipped, as its needs require, for proper fire control and for emergency purposes. A fire extinguisher is located on the wall directly behind the printers.

Lunchroom and Kitchen

1. Emergency preparedness to control fire in school kitchen area:

Have automatic extinguishers over deep fryers and grills.
Have fire extinguishers for all types of fires in proper location.
Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

FIRE DRILL PROCEDURES

The Administrative Assistant will call the fire department to inform them it is a drill. The principal or vice-principal shall sound the alarm

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the principal.

SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating **SILENT FIRE DRILL**. The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

FIRE EXTINGUISHERS

Fire extinguishers are placed in strategic locations as recommended by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

FIRE EXTINGUISHER INSPECTIONS

The head custodian will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

FLOOD

- Notify parents via radio & television.
- Notify bus drivers for an early/late dismissal.
- The custodian will shut off water to prevent contaminated water from entering the school supply.
- The custodian will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

AFTER THE DANGER IS OVER:

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

MINOR FLOODING

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors. If you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electric wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake:

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electric wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only-don't use matches or candles. If you smell gas:
Open all windows and doors.
Turn off the main gas valve at the meter.
Leave the building immediately.
Notify the Gas Company, police, and fire departments.
Don't re-enter the building until it is safe.

6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

WIND AND OTHER TYPES OF SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office. If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

MEDICAL EMERGENCIES

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance.

A list of qualified persons who have had First Aid and CPR training should be maintained by the Administrative Assistant for the principal. This list must be updated and distributed to the staff annually. At least ten percent of the staff should be trained in First Aid and CPR.

An Emergency Card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A RED CROSS first aid booklet is provided with each kit. First Aid procedures will follow the current American Red Cross First Aid manual.

Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

FOR SPECIFIC FIRST AID TREATMENT PLEASE SEE THE FOLLOWING PAGES.

FIRST AID STATIONS:

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency this will be used, but the multi-purpose room will be used also.

RESCUE:

With a non-critical or less serious injury, move the victim to the nurse's office.

WITH A SERIOUS OR CRITICAL INJURY-DO THE FOLLOWING:

1. Evaluate the situation. Unless the victim is in further danger, **DO NOT MOVE HIM.**
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

WITH NON-CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

WITH CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening, or if the child in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

ABDOMINAL PAIN

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

ARTIFICIAL RESPIRATION

- Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury-use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults 16-20 times per minute in children.
- If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
- If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal impossible over victim's mouth.
 - Small child-cover both mouth and nose.
- Continue Artificial Respiration until victim begins to breathe for him/herself or until help arrives.
- Carbon Monoxide Poisoning or Asphyxiation (due to lacks of oxygen):
- Check for breathing difficulties and give artificial respiration.

BLEEDING

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied a tourniquet must be loosened or removed only by a doctor.

INTERNAL BLEEDING - TREAT FOR SHOCK

BONE INJURIES

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture-no bleeding wound or broken skin)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock
 - Treatment (open fracture-broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as close fractures
 - X-ray may be necessary

BREATHING-Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.

- a. Be sure the victim is lying flat in the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
- a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

RESCUE BREATHING

1. Giving mouth-to-mouth rescue breathing to an adult.
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently in to the victim until you see the chest rise. Give 2 breaths, each lasting about 1 ½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (Begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children.
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

BURNS

1. Degrees
 - Skin red (1st degree)
 - Blisters develop (2nd degree) Never break open blisters
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns-1st and 2nd degree burns to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic (Do not use plastic on face)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary
4. First Aid for chemical burns
 - Wash chemical away with water
5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

CHOKING (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, **IMMEDIATELY DO THE FOLLOWING:**

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

CONVULSIONS OR SEIZURES

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

DIABETICS

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

DOG, OR OTHER ANIMAL, BITES

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

EARS

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

ELECTRIC SHOCK

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

EYES

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

FAINTING

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

FRACTURE

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

FROSTBITE

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

HEAD INJURY

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more of extremities
- Difference in size of pupils of the eyes

2. First Aid of Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

HEART ATTACK

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

NOSEBLEEDS

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

PANDEMIC FLU PLAN

Seasonal Flu

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended
Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information

POISONING

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

PUNCTURE WOUNDS (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds.

Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection;

severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

SEIZURE

This can be an alarming sight; a person who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

SHOCK

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid Breathing
 - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down
 - Control any external bleeding
 - Help the victim maintain body temperature, cover to avoid chilling
 - Reassure the victim
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911
 - Call parents

SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

WOUNDS

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

ACTION PLAN

The School Climate:

An action plan for people and programs reflecting the school's social environment

Our school provides a nurturing environment where students can reach their highest potential academically, socially, emotionally, and physically. We strive to develop a sense of belonging and acceptance in every student attending Antelope View.

Objective 1: Create a nurturing school environment

New and existing programs will provide students with opportunities to develop a sense of belonging.

1) Related Activities

- Adult/Student mentoring
- Campus monitoring

Objective 2: Provide clear, consistent realistic school rules and expectations

Students will receive clear, consistent, realistic school rules and expectations.

1) Related Activities

- Parent/Student handbooks are given out at the beginning of the school year stating all rules and expectations
- Information provided at Back to School Night
- School Web site provides information about the school
- Teachers provide copies of their classroom management system and behavior expectations

Objective 3: Open communication among staff, students, and parents

There will be open communication among the staff, students and families at Antelope View

1) Related Activities

- Parent/Student handbooks are sent home at the beginning of the year
- AVCS Web site features school calendar of events, staff email addresses Aeries Homelink
- Email available to all staff
- Absent students are called every day
- Automated phone system calls families to remind them of important dates
- Teachers provide parents with a copy of their classroom management system and behavior expectations

The Physical Environment:

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

Objective 1: Student safety as it relates to emergency procedures

1) Related Activities

- Monthly fire safety drills
- Duck and cover drills
- Signs are posted at entrances stating visitors must sign in at the office
- Visitors must wear a "visitor badge"
- Safe schools sheriff available within the district

Objective 2: Student safety as it relates to daily routines

1) Related Activities

- School rules are gone over at the beginning of the year
- All staff on campus supervise students

Objective 3: Student safety as it relates to student health and well being

1) Related Activities

- Notification of contagious diseases is facilitated by district's nurse
- Shot records are reviewed and updated by district's nurse

The Social Environment:

An action plan to maintain the school's organizational structure

Objective 1: Successful operation of the school through staff

1) Related Activities

- Staff is encourage to share in the decision-making process
- Staff development opportunities are offered by the district
- Staff members work collaboratively to enforce school rules and procedures
- Staff members communicate with families via email and phone calls
- Administration has open door policy for direct communication by staff, students, and parents
- Our technology coordinator works with staff to ensure all technical equipment is maintained and running smoothly

SITE-SPECIFIC ITEMS

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA	
	VICTIM NAME: _____	REPORT NO./CASE NAME: _____
	DATE OF REPORT: _____	

B. REPORTING PARTY	
NAME/TITLE _____	
ADDRESS _____	
PHONE () _____	DATE OF REPORT _____ SIGNATURE _____
<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION	
AGENCY _____ ADDRESS _____	
OFFICIAL CONTACTED _____ PHONE () _____ DATE/TIME _____	
NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ BIRTHDATE _____ SEX _____ RACE _____	
PRESENT LOCATION OF CHILD _____ PHONE () _____ BIRTHDATE _____ SEX _____ RACE _____	
1. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
2. _____ 3. _____ 4. _____ 5. _____ 6. _____	
D. INVOLVED PARTIES	
PARENTS	
NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____
ADDRESS _____	ADDRESS _____
HOME PHONE () _____ BUSINESS PHONE () _____	HOME PHONE () _____ BUSINESS PHONE () _____
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>	
1. DATE/TIME OF INCIDENT _____ PLACE OF INCIDENT _____ (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED	
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:	
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION	
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER	
3. NARRATIVE DESCRIPTION: _____	
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED: _____	
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD: _____	
E. INCIDENT INFORMATION	

SS 8572 (Rev. 11/83)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy: County Welfare or Probation-BLUE Copy: District Attorney-GREEN Copy: Reporting Party-YELLOW Copy

Williams Uniform Complaint Procedure

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

Exhibit 2

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact Information: _____

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

Hate Motivated Behavior

As California's population becomes more diverse, it is important that school districts provided a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity. ***

In its publication entitled Hate-Motivated Behavior in Schools, the California Department of Education defines hate-motivated behavior as an act, or attempted act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. ***

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively. ***

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade and individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

SUSPENSION NOTICE

Date _____ School _____ Grade _____ Student _____ DOB _____ Parent _____

Address _____ Home Phone _____ Work Phone _____ Teacher _____

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐1 ☐2 ☐3 ☐4 ☐5 Date(s) of Suspension _____ Date to Return to School _____

Number of DAYS suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10
☐11 ☐12 ☐13 ☐14 ☐15 ☐16 ☐17 ☐18 ☐19 ☐20

Number of TIMES suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date _____ Time _____

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: _____ Time _____

EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.
- ☐ (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- ☐ (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 duties.
- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3.

- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ☐ (a-4) Robbery or extortion.
- ☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND _____

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

PLEASE NOTE: DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

Teacher's Signature

and/or

Date

Administrator's Signature

Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School

tg:8.98

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary School

Date: March 25, 2010

Action Item XXX

To: CJUSD Board of Trustees

From: David Grimes, Principal

Attached Pages 74

Principal's Initials: DEA

SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS PLAN – MARCH 2010 REVISION

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training, an update to reflect staff currently working at Oak Hill, and a revision on procedures for 1) alarm signals and 2) changing "Duck and Cover" to "Drop, Cover, and Hold" in accordance with recommendations from the State Office of Emergency Services.

RECOMMENDATION: Approval of the March 2010 Revision of the Oak Hill Safe School and Emergency Preparedness Plan.

CONSENT AGENDA

OAK HILL ELEMENTARY



Safe School And Emergency Preparedness Plan

**Center Unified School District
Antelope, CA**
March 2010 Revision

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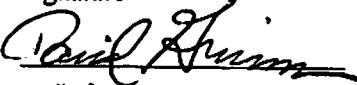
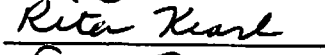

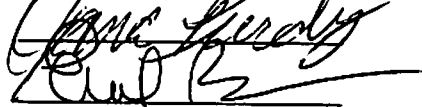
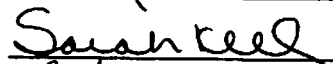
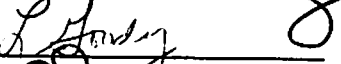
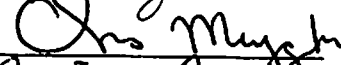
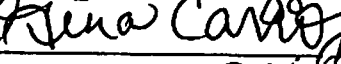
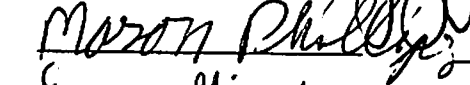
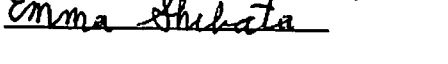

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Emergency Preparedness Plan Signature Sheet

Oak Hill's Safe School Plan was developed in accordance with SB 187 and Safe Schools' *A Planning Guide for Action*, published by the Department of Education. Student, parent, and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social, and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy is included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
David Grimes	Principal	
Rita Kearn	2 nd grade teacher	
Vikki Nunes	3 rd grade teacher	
Jane Purdy	3 rd grade teacher	
Evie Baker	Instructional Specialist	
Sarah Kelly	RSP Teacher	
Lauren Goody	ELD Teacher	
Chris Miyazaki	Secretary	
Gina Carrozzo	SSC Parent	
Mason Phillips	5 th grade student	
Emma Shibata	5 th grade student	

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

For these objectives to be attained it will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan is developed to be used in case of emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.

An emergency exit route will be posted in the classroom beside the door. All who use that room should be familiar with the fire evacuation route as it applies for that room. In the event of a substitute teacher, make sure the substitute is aware of where this map is located and that the roll sheet and student emergency information must be carried out by the teacher during the drill.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

Center Unified School District

Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

Oak Hill Elementary Mission Statement

Oak Hill Elementary strives to be a community of life-long learners where the support of parents, community, staff, and peers will provide a safe, friendly, caring environment where each person will flourish, take risks, be secure and grow in knowledge, confidence, love, and respect.

(School Name) CLASSROOM EVACUATION MAP

(School Name) OFF SITE EVACUATION MAP

EMERGENCY PHONE NUMBERS

- Police/Fire Department: 911
- Twin Rivers Police Department Dispatch: (916) 286-4875
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6400
- Maintenance, Operations, Transportation (MOT):
 - Craig (916) 338-7580
 - Carol (916) 338-6337
 - Kim (916) 338-6417
- Child Protective Services (CPS) Sacramento County: (916) 875-5437
- Child Protective Services (CPS) Placer County: (916) 784-6000
- North Country Elementary School: (916) 338-6480
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

COMMUNICATIONS

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by using the site radios, bullhorn, or by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each teacher, each noon duty supervisor, all certificated support staff members, the library staff, custodian, and each office staff member.

Telephone Communication

1. The school telephones may **NOT** be used by **ANY** person for outgoing calls of any kind during an emergency, except when authorized by the administrator.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

DRILLS

The principal shall hold fire drills monthly to insure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

All other drills will be held quarterly. These will include intruder alert, drop, cover, and hold on, and school evacuation.

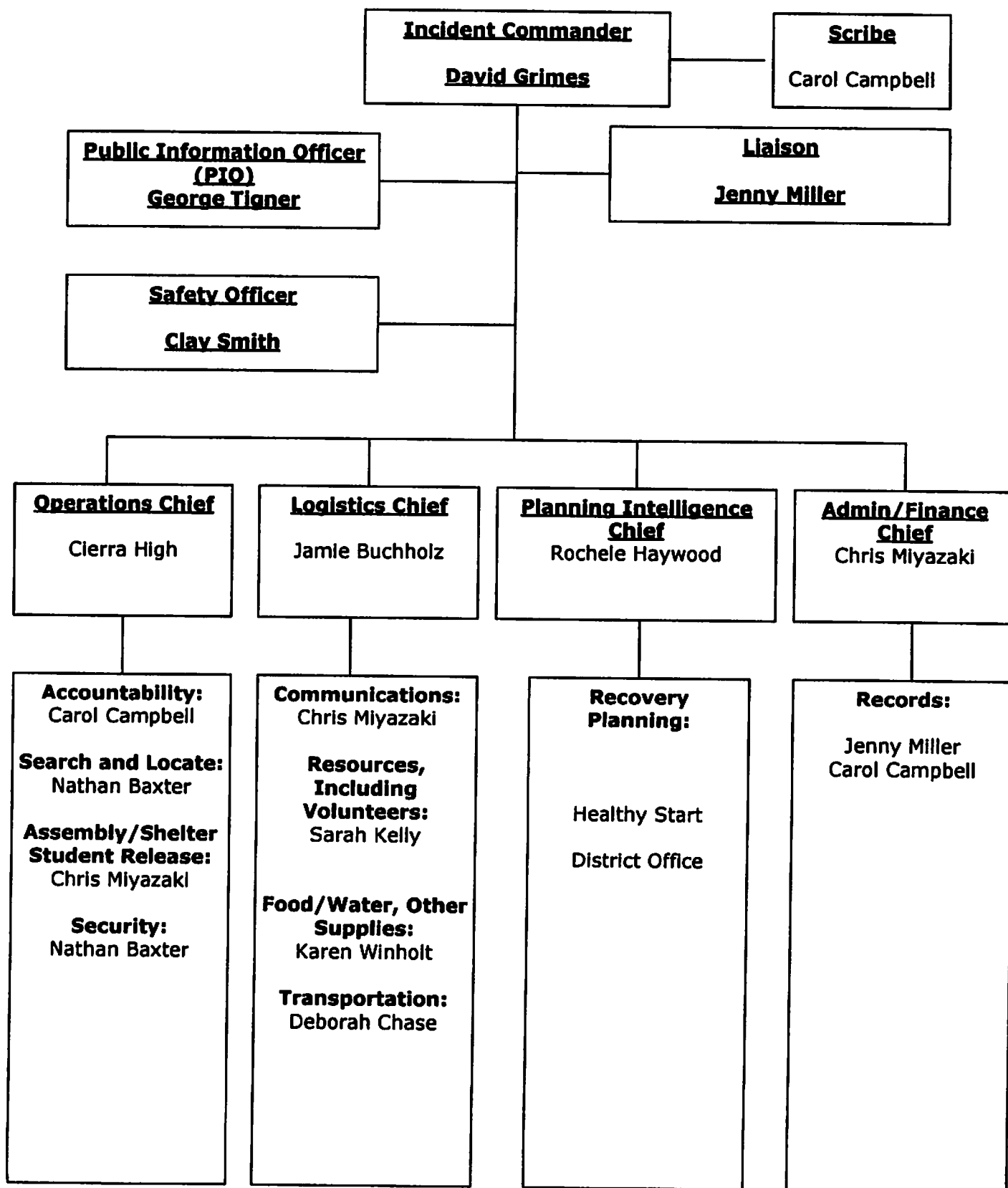
INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT (Crisis Management Team), who then are responsible for the assignment. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident supervisor (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to members of the crisis management team provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

OAK HILL ELEMENTARY INCIDENT COMMAND SYSTEM



OAK HILL Incident Command Descriptions

Incident Commander

The Incident Commander is the overall leader during an emergency incident. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Liaison

The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies.

Scribe

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Operations Chief

The Operations Chief manages the members of the operations team. The chief reports directly to the Liaison. This group is the "Doers" they perform the "hands on" response.

Accountability

The accountability team checks attendance for that day for both students and adults (everyone on campus). The team leader will provide a report to the operations chief.

Search and Locate

This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary.

Assembly/Shelter/ Student Release

This team is responsible for setting up an evacuation site. They will coordinate the supervision of students until they are released. Rest rooms will most likely be a major concern.

This team will all supervise the release of students. They will be responsible for setting up a parent center, gathering information from the Accountability team. They will document the persons picking up students. Must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful.

Logistics Chief

The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

Communications

This team will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes, relay information to section chiefs, staff, and parent.

Resources

This team is responsible for locating and acquiring needed resources, including people.

Food/Water and Other Supplies

This team will provide these items as needed.

Transportation

Responsibilities for this team include: arranging for buses, supervising loading and moving of buses, or arranging alternative forms of transportation as needed.

Planning Intelligence

The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

STAFF SPECIAL SKILLS / HEALTH CONCERNS
OAK HILL ELEMENTARY
Staff Emergency Information
March 1, 2010

	Staff Member	Cell Number	Health Concerns	Special Skills
1	Baker, Evie			
2	Baker, Kelly			
3	Barnes, Colette			
4	Barnes, Junella			
5	Baxter, Nathan			CPR & AED
6	Buchholz, Jamie			
7	Buderer, Claudia			
8	Buttram, Kellie			
9	Campbell, Carol			
10	Cassel, Linda			
11	Childers, Lisa			
12	Clayton, Joanne			
13	Diab, Dabrena			
14	Dorsey, Tanya			
15	Edwards, Katie			
16	Erickson, Susan			
17	Estrada, Angelina			
18	Friend, Elizabeth			
19	Gagne, Renate			
20	Garcia, Lorenzo			
21	Grimes, David			
22	Hahn, Cindy			
23	Harris, Linda			
24	Haywood, Rochele			
25	High, Ciera			
26	Kearl, Rita			

	Cell Number	Health Concerns	Special Skills
27	Kelly, Sarah		
28	Kennedy, Kim		
29	Lark, Kim		
30	Louis, Craig		
31	Lubinsky, Paula		
32	McLeod, Sierra		
33	Mendell, Paula		
34	Meyers, Alyson		
35	Miller, Jennie		
36	Miyazaki, Chris		
37	Morisette, Carol		
38	Morrison, Kay		
39	Muldoon, Patrick		
40	Myers, Winter		
41	Nelipovich, Luda		
42	Nunes, Vikki		
43	Oswalt, Gina		
44	Pereira, Probhati		CPR
45	Phillips, Marci		
46	Phillips, Randi		
47	Purdy, Jane		
48	Rayos del Sol, Christine		
49	Redding, Bonnie		CPR
50	Richardson, Lisa		
51	Rittenhouse, Penny		
52	Smith, Clay		
53	Spitze, Pat		
54	Stassinios, Arlene		
55	Steinkamp, Julie		
56	Stolfus, Dan		
57	Tongal, Efran		
58	Toyias, Joy		
59	Valoria, Cecille		
60	Ventittelli, Brandy		
61	Weeks, Tony		

62	Wilhelm, Jen			
63	Wilson, Mary Ann			
64	Winholt, Karen			
65	Young, Laura			
	Topper, Jamie (Sub)			

CRISIS RESPONSE

EVACUATIONS

GENERAL EVACUATION

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary.

If a general evacuation is ordered, the school population will be sent home, to Wilson C. Riles Middle School, or to another location. Students are evacuated by walking or on school busses.

If the school has been evacuated the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

BUILDING EVACUATION

1. The field is the designated assembly area.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the buildings shall evacuate the buildings via prearranged evacuation routes, quickly, quietly, and in single file. The last person out of the room shall pull the door closed, and will ensure that it is locked. All will proceed to the designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
5. During recess the students should go to their classroom's assigned assembly area on the field and line up single file, facing the back fence.
6. If a student is with another class (RSP, Speech, etc.) that student will remain with that teacher and class.
7. Upon reaching the assembly area, teachers shall take attendance. Any students unaccounted for, or absences not already reported to the office through the attendance taking process, should immediately be reported to the site administrator. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
8. The custodian will notify the utility companies of a break or suspected break in utilities.
9. The principal will determine whether the students will go home, or if any further action should be implemented. If students are released prior to regular hours, follow the section "Releasing Students to Parents." He/she will also report any missing students to emergency personnel.

EVACUATION OF SCHOOL GROUNDS

In the event the school can not be occupied following an evacuation, it may be necessary to evacuate the school grounds. Wilson C. Riles Middle School will be considered as the first option for Oak Hill campus evacuation, although the evacuation location may be incident-specific.

The principal will call the Superintendent and transportation. Before leaving the school grounds a notice will be posted on the front door informing parents of where to pick up their children. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Secretary.

When evacuating to Wilson C. Riles, the students will walk quickly, quietly, and in single file line by class to North Creek Court. They will proceed on Karly Brook Way to Story Ridge Way and then on to Redwater Dr. Students will go right on Redwater, and then turn left on Chamonix Way. Chamonix Way curves to the right twice. Students will then turn left onto Pearl Wood Way, entering Willson C. Riles from the back gate on Pearl Wood Way.

If busses are available, students will board at the corner Fawn Run Way and Karly Brook Way.

When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

SCHOOL EVACUATION INSTRUCTIONS

Person In Charge: David Grimes

Alternate: Clay Smith

Alternate: Chris Miyazaki

Exit the Building

...when the fire alarm sounds or instructed to, "leave the building".

Evacuation Instructions

Teachers

- Take class lists, red emergency backpack, student emergency information, and radio.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at pre-designated location away from building using the radio.

Students

- In Home Classroom
 - Leave all personal items in classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom
 - Leave all personal items in classroom.
 - Exit with their supervisor, or if alone, exit the nearest unblocked exit.
 - Remain with the class with which you exited.
 - If not with a class (at the bathroom, for example) join homeroom on the field.

Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System
- Assist as directed by principal or designee.

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine **WHEN** it is safe to re-enter
 - Notify teachers by all clear signal or runner. **DO NOT USE FIRE ALARM SIGNAL** for re-entry.

If building is unsafe to re-enter, evacuate the school site using predetermined plan outlined on previous page.

- Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to North Creek Court, either to board busses or to walk to Wilson C. Riles Middle School.

IN-PLACE SHELTERING

Airborne toxicants can move downwind so rapidly that there would be no time to evacuate residents. For short-term releases, often the most prudent course of action for the protection of the nearby schools would be to remain inside with the doors closed, and the heating and air-conditioning systems turned off. An airborne cloud will frequently move past quickly.

In-place sheltering, therefore, may be a sensible course of action when the risks associated with an evacuation are outweighed by the benefits of in-place sheltering. In order for this protection measure to be effective, the effected population must be advised to follow the guidelines listed below.

In-Place Sheltering Instructions

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect. Remind staff and students that they are to remain inside the building away from outside air. Students and staff that are outside are to immediately move to the protection of an inside room.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked). Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have student assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

LOCKDOWN PROCEDURE

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

- An announcement will come over the PA system telling you that the "Lock Down procedure" is in effect and that all staff and students must remain the classroom. If the situation warrants, students and staff will be instructed to lie on the floor to avoid injury.
- Close and lock all doors to the outside and close and lock all windows. Close all blinds or shades if it appears safe to do so.
- If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. library, cafeteria).
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING

An accidental release of hazardous materials may require the evacuation of people from certain areas to prevent injury or death. The school may be directly affected by toxic fumes and gases. Additionally, schools may be affected during the course of the incident through wind shift or a change in site conditions. Evacuation is a complex undertaking; it will be decided by the local fire or police department. The school (s) will be notified by emergency responders and the principal must contact the District Office for further instructions.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

CHEMICALS

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The Fire Department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be

evacuated. If any accident should occur, the Fire Department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

EARLY DISMISSAL

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan below.

RELEASE OF STUDENTS TO PARENTS

Each teacher will have a copy of the student emergency information and a list of students in their emergency backpack. The adults listed on this card will be the **ONLY** adults the students will be released to. Any other adult showing up may stay **WITH** the student, but he/she will **NOT** be permitted to leave with them. This information is to remain with the teacher during any building evacuation exercise including a fire drill.

PRIOR to the **APPROVED** adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving. No staff will be leave until released by the principal or his/her replacement.

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____ Name _____

PLANNED DESTINATION:

Home _____ Other (address, phone#) _____

IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

INFORMING PARENTS

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. Since the Emergency Response Plan is too long to mail out to all parents, the entire plan will be available in the office for parental review. We will send home parts of this plan to obtain their help

At the beginning of the school year we will send home the following information:

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire or other emergency that requires evacuation, the first option will be for students to be evacuated to Wilson C. Riles Middle School on PFE Road. If Wilson C. Riles is not a safe option, information as to where students were evacuated to will be posted on the office door. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school and district officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will **NOT** be released to **ANYONE** not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

BOMB THREAT PROCEDURES

I. Office Personnel

- A. If the threat is made by any means other than telephone, immediately notify an administrator.
- B. If the threat is made by telephone, the person receiving the call is to do the following.
 - 1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so Who? As soon as possible, indicate your impressions on the Bomb Threat Form.

- 2. Ask the caller these questions, in this order:
 - a. When is the bomb going to explode? The caller may or may not respond to this question. If the threat is real, chances are he/she will say something.

If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.

b. Where is the bomb located? What kind of bomb is it? If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.

c. Why are you doing this? Where are you now? The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In NO EVENT suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.

- 3. Note the time that the call was received, and immediately notify the Principal.
- 4. Call (911) and ask for a police unit to be dispatched to the school.

II. Administration

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- A. Notify teachers to evacuate their rooms by sounding the fire drill signal. All students should be at least 500 ft. away from the building.
- B. Wait for the Police unit to arrive. Assist the officers as needed.
- C. Provide a designated employee (s) to assist law enforcement in search of suspicious objects on school grounds.
- D. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - 1. Students will exit campus via North Creek Court if the decision to evacuate is made.

- E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.

III. Teachers

- A. Keep your group together and walk with them to the field. Take your roll sheet, red emergency backpack, and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- B. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
- C. Do not let the students know that we have a bomb threat. Treat it as a routine "fire drill".

IV. Custodians, Cooks, and other Classified Employees

- A. Check your work areas. Do a 360 degree visual check of your room(s).
- B. Assist Administration as needed.

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: _____

Exact words of caller:

Questions to Ask

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to detonate? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

Recognize Voice? If so, who do you think it was? _____

Background Noises (Circle):

Music TV
Traffic Running Motor (type) _____
Horns Whistles Bells
Machinery Aircraft Tape Recorder Other _____

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

- B. What line did the call come in on? _____
- C. Is the number listed? Private Number? Whose? _____

- D. Person Receiving Call _____
- E. Telephone number the call was received at _____
- F. Date _____
- G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time Caller hung up _____

Try to get another person on the line and record the conversation. Exact words of person: _____

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____
5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person Receiving the call

Person monitoring the call

Department _____
 Dept Phone No. _____
 Home Address _____
 Date: _____

Department _____
 Dept Phone No. _____
 Home Address _____

DOMESTIC OR CIVIL DISTURBANCE

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained. To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after each recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school is sought.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

INTRUDER OR HOSTAGE SITUATION

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. **The School Staff Should Not Attempt To Disarm Terrorists.**

The procedures for the following situations are as follows:

TERRORIST OR INTRUDER ENTERS A CLASSROOM:

1. The teacher will try to make contact with the office via intercom phone or radio.
2. If the teacher can not get to the communication system, he/she should attempt to send a student to the nearest classroom for assistance. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving information from a student or other adult should immediately lock all doors, inform the office, and close the blinds. (If the situation is in your raft, evacuate immediately to the next raft).

4. If there is another teacher, adult, or student in a back workroom who can safely make a call, O will allow you to make the call to the office.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a HELP signal or call will verbally announce over the intercom; "Intruder on Campus", followed by the name of the raft where the incident is occurring. This is a signal to all other classrooms to proceed as if it were the Duck and Cover signal. Teachers will immediately lock ALL outside doors including workroom doors, close the blinds and turn on their radios. Students should assume the duck and cover position under their desks. If the situation is occurring in your raft and you are in a raft with a connecting workroom, the office will direct you to evacuate your students immediately and take them to the nearest safe classroom. The office will call or radio the receiving classroom to let them know they are to allow your entry. After you and your class are safely inside, instruct your students to assume the Duck and Cover position away from the windows.
8. Office will immediately dial 911 and call the safe school officer.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an ALL CLEAR signal is given.
11. Any student finding him or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock. If there is no answer, and it is safe to do so, the student should go quickly to the office.

TERRORIST OR INTRUDER ENTERS THE OFFICE:

1. If the administrator, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911 and/or press the red panic button.
2. If any staff member is able to call the library or other support staff, the library or support staff will notify all classes/teachers.
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

TERRORIST OR INTRUDER APPEARS ON CAMPUS DURING RECESS:

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground and the office by calling on the radio, "Intruder on Campus, on the playground".
2. The office will announce "Intruder on Campus" and indicate where. The Drop and Cover signal will sound to alert all students in the field. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing the Drop and Cover signal will look for the nearest teacher and follow instructions. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. Students in the field should exit via North Creek Court if it is safe. The adult in charge will need to assess the situation to determine if students can re-enter the campus in between the library and Bodega Bay or between San Francisco and Trinidad and take cover in the cafeteria, library, classroom(s) or if students need to evacuate the campus walking North on North Creek Court.
4. Teachers will go in the opposite direction of the intruder. If teachers or students arrive at a classroom door and find it locked, the teacher needs to radio the office to have information relayed to the classroom teacher.

5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

PROCEDURE TO DEAL WITH CIVIL DISTURBANCES

Violent Person

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "Drop, Cover, and Hold" drill (long, low, wall) will be initiated. Students located outside shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911 and the Twin Rivers Police Department. Administrator will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license plate number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information for Kidnapping/Attempted Kidnapping on the following page.

Mob

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

Unidentified Person(s) Taking Control

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact 911 and the Twin Rivers Police Department.
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the Parent or Guardian of the kidnapping victim.

4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

DEATH/SUICIDE

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911 followed by Twin Rivers Police Department.
2. Contact Superintendent.
3. Notify immediate family-parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
 - Confidentiality Issues.
 - Providing factual information
 - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

FIRE

Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY. DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON ELECTRICAL SUPPORTED FIRES**. Only **SMALL** fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" Instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes. The nearest fire extinguisher is located on the east wall of the intermediate computer lab and on the short north wall of the workroom off of the primary computer lab.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 Have automatic extinguishers over deep fryers and grills.
 Have fire extinguishers for all types of fires in proper location.
 Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

FIRE DRILL PROCEDURES

The secretary will call the fire department to inform them it is a drill. The principal or vice-principal shall sound the alarm

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (in the field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Teachers will bring out their radio, emergency packet, and emergency backpack.
3. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
4. Once each month, a fire drill will be conducted by the school staff.
5. Students stand facing away from the building in silent lines.
6. Supervising staff will take roll. The whereabouts of all students should be known.
7. Any student in attendance at school but not with class or in a special class should be reported immediately to the principal.

SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. In the event of electrical failure, all teachers will turn on their two way radios and turn the volume up incase of emergency.
3. When a silent fire drill is in progress, a monitor appears at the door with a sign stating **SILENT FIRE DRILL**. The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
4. When a silent intruder on campus drill is in progress, the principal or designee will radio all teachers to instruct their students to follow the Drop, Cover, and Hold procedures.

FIRE EXTINGUISHERS

Fire extinguishers are placed in strategic locations as recommended by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

FIRE EXTINGUISHER INSPECTIONS

The head custodian will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

FLOOD

- Notify parents via radio & television.
- Notify bus drivers for an early/late dismissal.
- The custodian will shut off water to prevent contaminated water from entering the school supply.
- The custodian will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

AFTER THE DANGER IS OVER:

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

MINOR FLOODING

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

EARTHQUAKE

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors. If you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "Drop, Cover and Hold" signal.
4. Everyone will get under his/her desk or table. Face in arms, protect back of neck. Hold onto the desk or table leg for support and protection. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electric wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake:

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electric wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only-don't use matches or candles. If you smell gas:
Open all windows and doors.
Turn off the main gas valve at the meter.
Leave the building immediately.
Notify the Gas Company, police, and fire departments.
Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building

Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

WIND AND OTHER TYPES OF SEVERE WEATHER

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office. If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

AIRCRAFT CRASH

This procedure addresses situations involving an aircraft crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Hazardous materials Evacuation or In-Place Sheltering on page 19. If a crash results in a utility interruption, refer to School Evacuation Instructions on page 17 or Early Dismissal on page 20.

- The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER AND HOLD; SHELTER IN PLACE; EVACUATE BUILDING; or SCHOOL EVACUATION.
- If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the field. Teachers will take their hand-held radios and red emergency back-packs.
- Teachers will notify the administration of missing students.
- The School Administrator or designee will call "911" and the Twin Rivers Police Department (916-286-4875) and provide the exact location and nature of emergency.
- If on school property, the Operations team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property or in a utility interruption, the School Administrator will initiate either SHELTER IN PLACE or SCHOOL EVACUATION as necessary.
- The School Administrator or designee will call the office of the Superintendent. A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

MEDICAL EMERGENCIES

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance.

A list of qualified persons who have had First Aid and CPR training should be maintained by the School Secretary for the principal. This list must be updated and distributed to the staff annually. At least ten percent of the staff should be trained in First Aid and CPR.

An Emergency Card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel

A first aid kit shall be maintained in the office and rotated. A RED CROSS first aid booklet is provided with each kit. First Aid procedures will follow the current American Red Cross First Aid manual.

Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

FOR SPECIFIC FIRST AID TREATMENT PLEASE SEE THE FOLLOWING PAGES.

FIRST AID STATIONS:

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency this will be used, but the multi-purpose room will be used also.

RESCUE:

With a non-critical or less serious injury, move the victim to the nurse's office.

WITH A SERIOUS OR CRITICAL INJURY-DO THE FOLLOWING:

1. Evaluate the situation. Unless the victim is in further danger,
DO NOT MOVE HIM.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office or radio the office for assistance.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

WITH NON-CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid.
2. Contact parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of the date of injury, what first aid was administered and at what time.

WITH CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening, or if the child is in need of immediate medical intervention.
3. Contact parents for their action and information.
4. Keep a record of the date of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

ABDOMINAL PAIN

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

ARTIFICIAL RESPIRATION

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury-use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
 2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal impossible over victim's mouth.
 - Small child-cover both mouth and nose.
 4. Continue Artificial Respiration until victim begins to breathe for him/herself or until help arrives.
- If Carbon Monoxide Poisoning or Asphyxiation (due to lacks of oxygen):
5. Check for breathing difficulties and give artificial respiration.

BLEEDING

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied a tourniquet must be loosened or removed only by a doctor.

INTERNAL BLEEDING - TREAT FOR SHOCK

BONE INJURIES

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture-no bleeding wound or broken skin)
 1. Keep broken bone ends from moving

2. Keep adjacent joints from moving
3. Treat for shock
- Treatment (open fracture-broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (Injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

BREATHING-Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat in the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

RESCUE BREATHING

1. Giving mouth-to-mouth rescue breathing to an adult.
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently in to the victim until you see the chest rise. Give 2 breaths, each lasting about 1 ½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.

- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (Begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children.
- a. A small child's head should be tilted back gently to avoid injury. With head titled back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - i. The child has no pulse (begin CPR).
 - ii. Another trained rescuer takes over for you.
 - iii. You are too tired to go on.

BURNS

1. Degrees
 - Skin red (1st degree)
 - Blisters develop (2nd degree) Never break open blisters
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns-1st and 2nd degree burns to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic (Do not use plastic on face)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth if necessary
4. First Aid for chemical burns
 - Wash chemical away with water
5. Acid burn to the eye (also alkali burns)

- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
- If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
- Have victim close the eye, place eye pad over lid, bandage and get medical help.

CHOKING (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, **IMMEDIATELY DO THE FOLLOWING:**

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

CONVULSIONS OR SEIZURES

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water

- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

DIABETICS

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These individuals often wear some type of medical identification.

DOG, OR OTHER ANIMAL, BITES

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

EARS

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

ELECTRIC SHOCK

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

EYES

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

FAINTING

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

FRACTURE

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

FROSTBITE

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

HEAD INJURY

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more of extremities
 - Difference in size of pupils of the eyes
2. First Aid of Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

HEART ATTACK

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

NOSEBLEEDS

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

PANDEMIC FLU PLAN

Seasonal Flu

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.

- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended. Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information

POISONING

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

PUNCTURE WOUNDS (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds.

Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection; severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

SEIZURE

This can be an alarming sight; a person who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely

that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

SHOCK

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid Breathing
 - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down
 - Control any external bleeding
 - Help the victim maintain body temperature, cover to avoid chilling
 - Reassure the victim
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911
 - Call parents

SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

WOUNDS

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

The School Climate:

The School's Social Environment:

Leadership at Oak Hill is a shared process. A proactive role is assumed in all phases of the school operation the Current management team is committed to developing Oak Hill toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routines and Emergencies

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains emergency disaster procedures and information on the Incident Command System (ICS).

Classroom Organization and Structure

Oak Hill teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, and the Depth and Complexity program.

The teachers at Oak Hill are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning and promote positive interactions amongst pupils and staff. Instructional time is maximized and disruptions are minimized.

Objective 1: To increase the staff's awareness of the new safety processes and procedures so that they feel confident in our ability to deal with any emergency situation. This awareness will lead to a sense of safety and calm.

Related Activities:

1. Staff training meetings
2. Periodic practice drills
3. Annual Campus-wide disaster drill

Objective 2: The objective is to increase the participation and effectiveness of the Green Beret (conflict/peer mediation) program.

Related Activities:

1. Provide peer mediation training to all students in the fourth grade
2. Participate in Sacramento county "Reaching Resolution" program
3. Send 2 additional staff members to the fall training for the "Reaching Resolution" program.
4. Provide additional mediation training opportunities for green berets (i.e. school showcase).

The Physical Environment:

The School's Location and Physical Environment

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus experiences mild to moderate vandalism during evening hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, heavy traffic on North Loop Blvd. directly in front of school, and problem traffic patterns near the back gate of school.

Description of School Grounds

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 re-locatable classrooms located across the playground from the main campus. Oak Hill also has a Park and Rec. day care center located at the end of the playground occupying 3 re-locatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, and exercise equipment area, and a play structure area. Oak Hill is enclosed on three sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and computer labs.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available if needed.

It shall be the practice of Oak Hill Elementary School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms and school grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Oak Hill has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Oak Hill.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Oak Hill employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, teacher radios, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Phase 1 of an outdoor surveillance system was installed in 2008 to deter vandalism and/or apprehend vandals.

Objective 1: The objective is to increase the physical safety of the Oak Hill facilities for students, staff, and parents by placing the student Emergency Information packets into the Emergency Kit for each classroom.

Related Activity:

1. Create and distribute Emergency Information packets for each teacher.
2. Review packets, and updated procedures, during staff meetings.

Objective 2: The objective is to increase the physical safety of the Oak Hill facilities for students, staff, and parents by completing phase II of the surveillance camera program.

Related Activity:

1. Install security cameras, to bring the total to 12, and monitor that they are all functioning and in good repair.

The Social Environment: The School's Cultural Environment

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

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

Objective 1: The objective is to reduce the number of students who feel disconnected to the school.

Related Activities:

1. Teachers will teach the *2nd Step* Character Education program weekly.
2. By having inclusive selection processes, wider variety of activity options, and increased communication, the Oak Hill staff will thereby encourage increased student participation in extra curricular activities.
3. Monthly "Otter Day" student awards assemblies.

CHILD ABUSE

Section 11166 of the Penal Code requires any child care custodian, which includes teachers, instructional aides, teacher's aides, classified employees, and administrative officers, who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the know or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Since students attending Oak Hill Elementary may reside in either Sacramento County or Placer County, the reporting staff member must first determine which county agency to report to based on the child's residence.

Sacramento County CPS
875-5437
PO Box 269057
Sacramento, CA 95826-9675
ATTN: Intake

Placer County CPS
784-6000
101 Cirby Hills Drive
Roseville, CA 95678
ATTN: CPS

Forms for reporting suspected or known child abuse are located in the main office.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

USE A CASE IDENTI- FICATION	TO BE COMPLETED BY INVESTIGATING CPA	
	VICTIM NAME: _____	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____		

B. REPORTING PARTY		C. REPORT SENT TO		D. INVOLVED PARTIES		E. INCIDENT INFORMATION	
NAME/TITLE _____		NAME (LAST, FIRST, MIDDLE) _____		NAME (LAST, FIRST, MIDDLE) _____		3. NARRATIVE DESCRIPTION: 4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED: 5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:	
ADDRESS _____		ADDRESS _____		ADDRESS _____			
PHONE () _____		PHONE () _____		PHONE () _____			
DATE OF REPORT _____		DATE/TIME _____		DATE/TIME _____			
SIGNATURE _____		SIGNATURE _____		SIGNATURE _____			
<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION		AGENCY _____		PRESENT LOCATION OF CHILD NAME _____ BIRTHDATE _____ SEX _____ RACE _____ NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____ ADDRESS _____ HOME PHONE () _____ BUSINESS PHONE () _____		1. DATE/TIME OF INCIDENT _____ PLACE OF INCIDENT _____ (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>	
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION 2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER		OFFICIAL CONTACTED NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ PHONE () _____ DATE/TIME _____		IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION		3. NARRATIVE DESCRIPTION: 4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED: 5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:	

SS 8672 (Rev. 1/83)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

UNIFORM COMPLAINT PROCEDURES

Williams Uniform Complaint Procedure

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in the class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

The teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12, are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site.
<http://www.cde.ca.gov/re/cp/uc>

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? _____ Yes _____ No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:

- A student lacks textbooks or instructional materials to use in class
- A student does not have access to instructional materials to use at home or after school to complete homework assignments.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment:

- A semester begins and a certificated teacher is not assigned to teach the class.
- A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions:

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

Please describe the issue of your complaint in detail, including the date of the problem and specific location where the problem occurred (school, room number). You may attach additional pages if necessary to fully describe the situation.

Please file this complaint with the person specified below at the following location:

George Tigner, Chief Administrative Officer

Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

HATE CRIME

As California's population becomes more diverse, it is important that school districts provide a safe harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.

In its publication entitled *Hate-Motivated Behavior in Schools*, the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 66141.6, respectively.

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination In District Programs and Activities)

DISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

SUSPENSION & EXPULSION

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of the suspension or expulsion.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

SUSPENSION FORM

CENTER UNIFIED

SUSPENSION NOTICE

Date _____ School _____ Grade _____ Student _____ DOB _____ Parent _____

Address _____ Home Phone _____ Work Phone _____ Teacher _____

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Date(s) of Suspension _____ Date to Return to School _____

Number of DAYS suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19
☐ 20

Number of TIMES suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date _____ Time _____

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: _____ Time _____

EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.
- ☐ (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- ☐ (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 duties.

- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3.
- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ☐ (a-4) Robbery or extortion.

☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND _____

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

PLEASE NOTE: DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

SITE SPECIFIC ITEMS

SPECIAL DUTIES

Each member of the faculty shall take a student roster and emergency information with them when an outside drill is performed. Immediately upon arrival in the field (see map in classroom), the faculty member shall check the students to see that all are present. Teachers will report any missing students immediately to the Principal through the use of red side/green side folders found in their emergency backpacks, followed by radio communication.

The secretary shall secure school records, before leaving the office. The secretary should also secure student medication, if evacuation is necessary.

Custodial help shall shut off gas and electricity if the emergency warrants. Since our school may be used as a shelter in an emergency, the gas shall not be turned off unless the odor of gas is detected. He will make sure he has his radio and will report for further duties. Daily, he will make sure all exits are operable, and clear.

The kitchen staff will make sure the ovens and dishwasher are turned off before exiting the building. The lunch supervisor will be in charge of food, supplies, and the kitchen staff if our school is used as a shelter.

The administrator shall have his/her radio before leaving the office.

DUTIES OF OFFICE STAFF IN EMERGENCIES

The head secretary is to notify the appropriate agency such as the Fire Department, Police Department, or other agency or company as directed by the Principal. Waiting for such direction is not considered necessary if circumstances obviously dictate who should be called. The assistant secretary (office assistant) shall notify Twin Rivers Police Department and the Superintendent.

The office staff should:

1. Have on hand a complete list of children and staff and their phone numbers.
2. Maintain a supply of first aid equipment
3. Monitor the use of telephones to keep lines free for emergency directors.

DUTIES OF CUSTODIAN AND HELPERS

1. Assume responsibility for the safety factors of the physical plant during an emergency. Report structural defects to the Principal.
2. Assume responsibility for the inspection and maintenance of fire-fighting equipment.
3. Chart shut off valves and switches for gas, water, and electricity. Add chart to Emergency Response Plan and post for others to use in an emergency.
4. Assist in checking for power line or building damage for exit safety.

DUTIES OF PRINCIPAL

1. Carry out the Superintendent's directions and keep him fully informed of plans and actions. Provide the superintendent a copy of the School Emergency Response Plan.
2. Care for and monitor all warning systems to keep them functional.
3. Order and monitor drills for training purposes.
4. Provide the staff with copies of the Emergency Preparedness Plan and instigate in-service activities to keep these procedures functional.
5. Keep in contact with the radio for information on emergency warnings.
6. Give leadership in adopting the school curriculum to meet the current demands.
7. Cooperate with community groups interested in emergency preparedness.
8. Provide a copy of the Emergency Response Plan to all emergency services in his/her jurisdiction.
9. Report any missing person to Emergency Personnel.

DUTIES OF TEACHERS

1. Keep informed about the Emergency Response Plan of the school, know the part they play as teachers, and accept their responsibilities under the plan.
2. Keep emergency information, class roll book/list and student emergency cards/information available at all times during an emergency.
3. Integrate recent and pertinent emergency preparedness data into regular learning instruction.
4. Include safety practices and emergency procedures as part of daily learning activities.
5. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
6. Know the whereabouts of their student at all times. They will use a roster checklist to account for all children.
7. Be aware of the characteristics of "panic" and know some of the techniques for its control.
8. Know where children are to go, and what they are to do depending on the nature of the emergency.
9. Make special provisions to assist handicapped students in evacuating the building. Teach students to use a chair carry if needed and to use it only under the direction of the teacher.

ALARM SIGNALS

Fire Alarm: Pulsing of buzzer. (Fire alarm bell)

All Clear: Regular recess bell.

Evacuation: A Hi-Lo bell, followed by specific instructions from administrator.

Early Closing of School: Special instructions over an intercom or with runner.

Earthquake: Drop, Cover and Hold Immediately – intercom directive.

Bomb Threat: Open intercom and announce "Bomb Threat"
Then ring the fire drill signal.

Fallen Aircraft: Fire signal to evacuate building.

Intruder on Campus or Hostage Situation: Use intercom or runners to relay message to/from office. Announce "Intruder on Campus" and state where followed by lockdown procedure.

Nuclear Attack: Drop, cover hold on as instructed on intercom.

Other: In the event of unforeseen emergencies requiring evacuation, the fire alarm will be used.

DISCIPLINE PLAN

Discipline Plan

Purpose of this packet: This packet was prepared to assist new teachers at Oak Hill Elementary School to understand the underlying premise on which the plan is based and provide copies of forms used in the process. The index identifies each item in the packet and explains how it relates to the school plan as a whole.

ITEM:

1. DISCIPLINE- A Total School Program....

The Center Unified School District adopted the following: (1) philosophy of discipline, (2) discipline procedures, (3) and the responsibilities of individuals involved. This is the document that is sent home to inform each parent at the beginning of the school year.

2. Step 1, Step 2, Step 3.....

The overview of the entire school plan begins with a verbal warning. The second step explains the responsibility of the classroom teacher. Most incidents will be dealt with at this level. However, if an emergency incident (Class I offense) were to occur, or if inappropriate behavior were to continue without effective control by the classroom discipline plan, Step 3 would logically follow. Step 3 is the BACK-UP system which should not be considered unless Step 2 is not effective. SEE ITEMS NOTED

3. MASTER TEACHER TIPS....

The Master Teacher handout titled: *FOUR NECESSITIES OF CLASSROOM RULES* is offered to assist in developing your own classroom rules.

4. DISCIPLINE PROCEDURE....

This document is the complete descriptions of policies and procedures concerning the School Plan. Item B is the first responsibility of the teacher before school begins. Item C is carried out by the teacher as school begins and as new students are enrolled. Item D is the BACK-UP system which should be used sparingly in cases of emergency (Class I offenses) or extreme situations after exhausting all possible options within the classroom.

5. POSITIVE DISCIPLINE....

This diagram is extracted from Fred Jones' booklet CMTP (Classroom Management Training Program). The staff has been (or will be) in serviced in the use of this model. The model begins at the bottom of the ladder by building the relationship between the students and the teacher. There are two sides to discipline, the positive (+) and the negative (-), as indicated by the right and left side of the ladder. With each move from positive to negative there should be a "clinical intervention". This intervention, simply stated, means that the teacher privately speaks to the student, i.e.: "What's wrong? – What's going on? – I'm here to help you. – How can I help you?" Most situations will be handled at this level just under the bottom dotted line.

6. OAK HILL ELEMENTARY SCHOOL CLASSROOM DISCIPLINE PLAN.....

This form includes school wide rules and classroom rules that must be decided upon by the teacher and filled out prior to the opening of school. The principal needs a copy in the office.

7. OAK HILL ELEMENTARY BEHAVIORIAL REFERRALS....

These documents are meant to **INFORM**. There are two forms; therefore, choose the form which is appropriate to your needs. The Class I form is meant to *inform* the principal of a serious offense which could call for a suspension. This is why there is no space for a parent signature as this form is for the principal/vice principal's use only.

The Class II form is meant to *inform* parents, and/or other staff members of an offense that needs their attention. Teachers are encouraged to inform parents; however, there are times that teachers need to make a decision based on their own discretion as to whether or not to send the form home. If a form is being sent home, it is important that the teacher telephone the parent(s) to insure that the parent(s) is aware of the offense. Note the offenses:

CLASS I

*Sent to the Principal/Vice Principal
Possible suspension
Form does NOT go home*

Fighting/Threatening
Dangerous Object
Other

CLASS II

*Form sent home with student
Parent called by teacher*

Verbal Intimidation
Defiance of Authority
Vandalism/Stealing
Obscenity/Name Calling
Class Disruption (playground, other)
Sexual Harassment

Write student statements in their words (older students may write their own). This is a legal document; therefore, write the details objectively. Note that the Class II offense report form includes a box for Repeat Offenses. This is for your use to inform the necessary people that you have dealt with this student before, thus indicating a pattern.

When taking the student's statement, he/she admits to physically attacking or threatening the other student, even though no adult witnessed the offense, you may use a Class I Offense form. Their admittance of physical attack or threat is suspendable. Have the student sign the Offense I and II forms.

In the case that a student admits physically attacking or threatening another student within the past 14 days, and no adult witnessed the event, a referral can be activated to deal with the offense.

SUSPENSION DIVERSION PROGRAM: Class I offenses which indicate suspension is appropriate will be diverted **ONE TIME ONLY** to Conflict Mediation which is administered by the Green Beret's. Upon successfully completing conflict mediation, the Class I offense will serve as a warning. If that same student were to become involved in another conflict deserving suspension with the same or any other student, he/she will be suspended. If the other students is also at fault and has not been to Conflict Mediation, they both may go through the process resulting in one receiving a warning and the other being suspended. Conflict Mediation is available for all offenses, self-referred, staff-referred, or administrative referral, except for offenses involving weapons, drugs, alcohol, and/or tobacco. Any conflict that reveals that one of the students involved has threatened to harm another person, harm

themselves, or are being harmed by another person, requires adult supervision and/or may warrant terminating student conflict resolution in exchange for adult mediation.

8. FORM: PARENT LETTER CONCERNING AFTER SCHOOL DETENTION

As a part of your discipline plan you may choose to include as a "Small Back-Up System", after school detention. The parents must be informed, and the form must be returned **PRIOR** to detaining a student at school.

9. FORM: AFTER SCHOOL DETENTION...

This form is for your use if you wish students to reflect on the reason(s) why they are serving an "After School Detention".

10. PLAYGROUND/CAFETERIA....

Procedures for playground/cafeteria discipline are in the "Playground and Hallways" section. There are further cafeteria sanctions if needed; however, not included in this packet. A letter home can be sent by the principal/vice principal to inform the parent of the need to eat with their child during lunch as a result of negative behavior in the cafeteria.

11. MEMO....

This memo can be used by the yard duty staff to inform teachers of incidents that occur at recess or during lunch. In most cases the yard duty staff member will handle incidents without informing the teacher. However, there are times that the yard duty staff needs the teacher's assistance in maintaining control on the playground. It is important that the teachers support the yard duty staff in order for them to have control. It is up to the teacher's discretion as to how to handle the incident report via MEMO.

12. CHRONIC BEHAVIOR REFERRAL....

Students who do not respond to the classroom discipline plan, and who are chronic in exhibiting Class II offenses can be identified as having a "Chronic Behavior" problem and placed on the Discipline Chart. This form is meant to assist the teacher in identifying options to deal with the student, and to be used when meeting with the parent to review the options used at school. This document is signed by the parent, and a copy sent, along with the Discipline Chart, to the principal/vice principal. The principal/vice principal is then informed that this student is moving into the Back-Up System via Class II offenses.

13. PARENTAL INTERVENTION.....

During the meeting in which the Chronic Behavior form is discussed and signed indicating what you as a teacher are willing to do to assist the student, this form can be used to help the parent focus on what they, as parents, are willing to do at home.

14. DISCIPLINE CHART....

This is a legal document which tracks Class I and II offenses and the responses of the Back-Up System to these offenses. Once a student is placed on this chart, they have moved into the Back-Up System, and if the offenses continue, there is no recourse but to move through the steps toward expulsion. The documentation must be in place to support each move. Fortunately, a student can move off the chart with continued positive behavior. The chart is destroyed each year.

15. SUSPENSION NOTICE.....

This is the legal document which accompanies an immediate suspension for Class I Offenses (See a-e, Class I offenses), or a suspension which occurs because the established intervention plan failed to deter the offenses, (see f-l, Class II).

16. ACTION SUBJECT TO EXCLUSION....

This is the legal document which is used to recommend expulsion. This is the final step of the Back-Up System which must be accompanied by extensive documentation. Examples of the necessary documentation forms are included in this packet.

A recommendation from the school is presented to the Administrative Panel who in turn makes recommendations to the Board of Education for expulsion. The parents of the student may elect to retain an attorney to defend their child. If the expulsion hearing is successful, the student may not attend any school in this district for the time determined.

17. EDUCATION CODE SECTIONS PERTAINING TO SUSPENSION/EXPULSION....

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students

17292.5 Program for expelled students

33032.5 Hate violence reduction

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

DISCIPLINE – A TOTAL SCHOOL PROGRAM

DISCIPLINE IS...

- ❖ Training that enables students to make appropriate choices in a climate of warmth and support.
- ❖ Clearly defined school rules and classroom limits with incremental incentives and consequences consistently carried out.
- ❖ Effective communication techniques that foster positive relationships.
- ❖ Specific reinforcement of desired behaviors.
- ❖ Self-management in a variety of environments.

OUR PHILOSOPHY...

- ❖ Children can behave appropriately.
- ❖ All children have human dignity and worth.
- ❖ Persuasion is more powerful than fear.
- ❖ Influence is greater than control.
- ❖ A rational and knowledgeable approach is more productive.
- ❖ Behavior is maintained by its consequences.

OUR PROGRAM...

- ❖ Emphasis on recognition of appropriate behaviors.
- ❖ Progression from extrinsic to intrinsic rewards; use less extrinsic rewards for intermediate students.
- ❖ Detail classroom management plans for all children.
- ❖ Student orientation.
- ❖ Written behavior agreements for children who repeatedly demonstrate inappropriate behavior.
- ❖ Emphasis on:
 - ✓ Conflict resolution training
 - ✓ Moral and ethical training
 - ✓ Responsibility training

OAK HILL ELEMENTARY
DISCIPLINE PROCEDURE

I. General discipline - school/classroom

- A. The school behavior code shall be reviewed by the school staff and revised as needed to meet school/community/parent needs and expectations.
- B. A discipline plan for each classroom shall be developed by the teacher.
 - 1. A copy will be filed with the school principal
 - 2. A copy will be prominently displayed in the classroom at all times.
 - 3. Revised copies shall be provided whenever the plan is changed.
- C. Pupil orientation shall be provided by the classroom teacher and principal.
 - 1. All pupils enrolled at the beginning of the year shall be instructed regarding school and classroom behavioral expectations.
 - 2. New pupils enrolling throughout the school year shall be instructed regarding school and classroom behavioral expectations.
- D. A behavioral referral record will be maintained on the Discipline Chart for Prohibitive and Chronic Behavior Form by each teacher and the Principal/Vice Principal.
 - 1. Class I and II Behavior referrals shall be listed in chronological order on each individual's Discipline Chart.
 - 2. Each parent contact shall be documented.
- E. The Class I Prohibitive Behavior Referral is to be used when one or more pupils have engaged in physically attacking another person(s), threatening, or using dangerous objects, as noted in Ed. Code 48900, 'a' through 'e'.
 - 1. In the event that the student poses an immediate threat to himself or other students, the students will be escorted to the office with a completed Class I form to follow. In other cases, a completed Class I form will be submitted to the office, and the student will be called to the office at the earliest possible time. The student will be interviewed by the Principal. In the event of a fight, threat, or other offense between students, Conflict Resolution will be offered.
 - 2. Students receiving a Class I referral may go through Conflict Resolution, successfully resolving the conflict, one time during the year, without being suspended. However, in the event that the same student receives a second or third Class I, he/she will be suspended.
 - 3. A Discipline Chart will be developed and a phone call home explaining that Conflict Resolution had been used and that this is the one time reprieve from being suspended.
 - 4. If after a period of time (to be determined by the Principal) the student has maintained appropriate behavior, they can be moved back on the Discipline Chart
 - 5. The school reserves the right to suspend and/or expel on the first offense, within the guidelines of applicable Ed Codes. This determination will be made based upon the severity of the offense and/or the attitude of the student.

II. In-School Intervention Procedures

- A. Class II Prohibitive Behavior Referral is intended to be used on behaviors that are listed 'f' through 'm' under the Ed Code 489000 requiring intervention.
 - 1. This form is to be used to communicate with parents about the behavior. A parent must be called to inform them that the Class II is coming home with the student.
 - 2. If any other teacher fills out a form on another teacher's student, the homeroom teacher decides how to deal with the consequences.
 - 3. Consequences for Class II referrals are decided by the homeroom teacher in accordance with their discipline plan.
 - 4. The purpose of intervention is to attempt to turn the behavior around to more positive choices.

- B. A student may be identified as having chronic behavior problems when the existing classroom discipline plan does not seem to be effective.
1. The pupil's parent(s), teacher, and any other support staff shall meet to review the pupil's behavior record and determine a plan to address the problem.
 2. The following possible options for behavioral intervention shall be discussed with the parent(s) and pupil at the conference.
 - a. preferential seating
 - b. conference with student
 - c. telephone conference with parent
 - d. daily behavior chart
 - e. weekly behavior chart
 - f. recess detention
 - g. noon detention
 - h. after school detention
 - i. conference with parent
 - j. peer teacher
 - k. time alone to chat with student on a regular basis
 - m. time out
 - n. child study
 - o. parent spend day at school with child
 3. The Principal/Vice Principal will be informed using the Chronic Behavioral Referral form, signed by the parent, and will then be placed on step 1 of the Discipline Chart.
 4. If after a period of time (to be determined by the Principal/Vice Principal) the student has maintained appropriate behavior, they can be moved back on the Discipline Chart.
 5. The Principal/Vice Principal will be available for positive reinforcement for those children who are continually following the rules/or are exhibiting improved behavior.

Recess Detention

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior. When this happens the following conditions must be met:

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 shall inform the Principal of any recess restrictions they impose. This must be done in writing before the beginning of the recess detention.

(See Board Policy 5144(b); Administrative Regulation 5144(b))

BEHAVIORAL INTERVENTION PLAN

Step 1

A verbal warning will be given when inappropriate behavior occurs, i.e., running on the blacktop.

Step 2

If inappropriate behavior continues, parent will be notified, and there will be an immediate assignment of an appropriate consequence. The classroom teacher is to be notified if inappropriate behavior occurs outside the classroom. A consequence within the classroom will follow if behavior continues. (i.e., continues to run after verbal warning). See Discipline Procedures section on In-School Interventions.

Step 3

When all classroom intervention plans have been used and inappropriate behavior continues, a behavior file will be opened. (i.e., numerous acting out situations or noncompliance with class and/or school rules.) See Behavioral Referrals, Chronic Behavior Referral and Discipline Chart.

Modifications of Behavioral Intervention Plan:

Students have the opportunity to modify their behavioral plan by demonstrating appropriate behavior.

Vice Principal will contact the teachers for information on current student behavior before modification of plan.

DISCIPLINE

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. (Education code 49001)

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, 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 shall inform the principal of any recess restrictions they impose.

School Dress Code

Students, grades K-5 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

- 1. Shoes are to be worn at all times. Flip-fops, sandals and shoes with metal plates are unsafe and are not to be worn at school**
- 2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.**
- 3. Head coverings are to be worn outside of the school building only. The brim of any head covering must face toward the front.**
- 4. Short shorts and/or tight bicycle shorts are unacceptable. Mid-thigh length shorts, dresses and skirts are acceptable. Length should be 1 inch below fingertips when standing straight. Leggings can be worn as long as the shirt/top covers the buttocks.**
- 5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose arm holed blouses are unacceptable. Clothing should be such that no undergarments or private parts are visible.**
- 6. Hair must not interfere with school activities. Unnatural or decorative hair colors are not allowed.**
- 7. We feel that careless or overly informal dress may reflect a student's attitude toward learning. Clothing is a reflection of a student's personality and feeling of self worth. Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.**

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 4/07/10

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess *JB*
Director of Fiscal Services

Attached Page

SUBJECT: Award of Contract for Mandated Cost Claims To
Centration for Fiscal Year 2010/11

Jeanne Bess, Director of Fiscal Services requests approval in awarding a one year contract for filing mandated cost claims to Centration Management Advisors & Consultants. The cost of a one year contract did not increase over 2009/10 and remains at \$10,000.

RECOMMENDATION: To award mandated cost claims contract to Centration as presented.

CONSENT AGENDA

CONSULTING AGREEMENT FOR MANDATED COST SERVICES AND MANDATE MAKER™ USE

This Contract is made and entered into this _____ day of _____, 2010, by and between **Centration, Inc.**, ("Consultant"), and **Center Unified School District**, a school district under the laws of the State of California ("District").

RECITALS

- A. District has the authority to contract for the preparation of said claims through a designated individual or entity.
- B. Consultant is duly qualified to provide the service of preparing said claims in consideration for the fees, expenses, and costs stipulated in this Contract.

Therefore, the parties to this Contract agree as follows:

I. CONSULTANT'S RESPONSIBILITIES

- 1. Consultant shall provide district employees access to *Mandate Maker™* subject to the terms and conditions attached hereto as Appendix B which are incorporated herein by reference.
- 2. Consultant shall collect, document and process the information necessary for all Claims to be filed during the covered period.
- 3. Consultant shall provide District with a copy of claims prepared pursuant to this Contract. The copy shall be provided following the state imposed deadline for said claims.
- 4. Consultant shall implement a Claims monitoring and documentation process.
- 5. Consultant shall provide one staff training session on the mandated cost claims process each fiscal year.
- 6. Consultant will make a good faith effort to file claims in accordance with existing laws, regulations and applicable written guidelines but does not warrant the reimbursable nature of any particular Claim.

II. DISTRICT'S RESPONSIBILITIES

- 1. District staff agrees to use *Mandate Maker™* and/or applicable logs to document activities on a contemporaneous basis.
- 2. District will provide Consultant with all the documents, records and information necessary to prepare claims in a timely manner.
- 3. District agrees to promptly pay Consultant for fees for services rendered according to the schedule in Section IX, Compensation, of this Contract. Payments are due and payable within 30 days after the invoice date.
- 4. District agrees to take that official action which is necessary under applicable federal and state constitutional provisions, state statutes and regulations, and any other applicable provisions, to perform its obligations under this Contract in a timely manner.

III. MODIFICATIONS

This Contract may be modified only by a written amendment to this contract executed by both parties.

IV. TERMINATION OF CONTRACT

This contract may be terminated by mutual written consent or by either party, provided that the terminating party gives thirty (30) days written notice to the other party. In the event of termination, District shall pay Consultant for all fees, expenses, and costs for work performed up to the date of termination at the rate of \$100 per hour. Consultant shall provide the District with all work products completed up to the date of termination.

V. ATTORNEY'S FEES AND COSTS

In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any Costs and expenses to resolve the dispute and to enforce the final judgment.

VI. SEVERABILITY

If any provision of this Contract is held to be unenforceable, the remainder of this Contract shall be severable and not affected thereby.

VII. NOTICES

All notices that are required to be given by one party to the other under this Contract shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope and deposited with a United States Post Office for delivery by registered or certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.

Consultant
Centration, Inc.
8570 Utica Avenue, Suite 100
Rancho Cucamonga, CA 91730

District
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843

VIII. ADDITIONAL PROVISIONS

This Contract supersedes all other proposals, oral and written, and all negotiations, conversations or discussions between the parties related to the subject matter of this Contract.

IX. TERM OF AGREEMENT/COMPENSATION



1-Year Contract

The contract is a fixed rate contract in the amount of **\$10,000.00** for the period beginning July 1, 2010, and ending June 30, 2011 for all annual claims, amended claims and new program claims which become due during the term of this contract.



3-Year Contract

The contract is a fixed rate contract in the amount of **\$9,500.00 per year** for the period beginning July 1, 2010, and ending June 30, 2013 for all annual claims, amended claims and new program claims which become due during the term of this contract.

This Contract, which includes the "Proposal for Contract for Services" set forth as Appendix A constitutes the entire agreement between the parties. This Contract supersedes all other proposals, oral and written, and all negotiations, conversations or discussions between the parties related to the subject matter of this Contract. The contract includes all fees and expenses for travel and will be billed based upon the district's choice of the following options:

1. Invoice Schedule:

1-Year Invoice Schedule



Monthly invoices commencing July 1, 2010 through June 1, 2011 in the amount of \$833.33



Quarterly invoices commencing July 1, 2010, and the beginning of each quarter thereafter (i.e., October 1, 2010, January 1, 2011, and April 1, 2011) in the amount of \$2,500.00



Semi-annual invoices commencing July 1, 2010 and January 1, 2011 in the amount of \$5,000.00

3-Year Invoice Schedule



Monthly invoices commencing July 1, 2010 through June 1, 2013 in the amount of \$791.67



Quarterly invoices commencing July 1, 2010, and the beginning of each quarter thereafter (i.e., October 1, January 1, and April 1, through June, 2013) in the amount of \$2,375.00



Semi-annual invoices commencing July 1, 2010 and January 1, 2011 through June, 2013 in the amount of \$4,750.00



Initial for 1-year selection

Initial for 3-year selection

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed effective the date and year first written above.

Executed at _____, California, on the day and year set forth above.

Beth Hunter,
President
Centration, Inc.

Name_____
Title_____
Center Unified School District

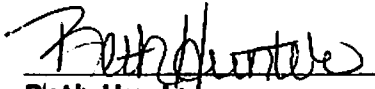
APPENDIX A

PROPOSAL FOR CONTRACT FOR SERVICES

This proposal for the **Center Unified School District** is to provide the services set forth under Paragraph I of the Contract for Services relating to the preparation of Claims for reimbursement pursuant to California Government Code Section 17550 et seq. This proposal is a fixed rate contract which, includes all fees and expenses for travel and is based on the Invoice Schedule set forth in Section IX, Compensation, in the amounts of either (A) **\$10,000.00 for a 1-year term** for the period beginning July 1, 2010, and ending June 30, 2011, for all annual claims, amended claims and new program claims which become due during the term of this contract; or (B) **\$9,500.00 per year for a 3-year term** for the period beginning July 1, 2010, and ending June 30, 2013, for all annual claims, amended claims and new program claims which become due during the term of this contract.

This Proposal is **valid until May 1, 2010** unless extended in writing by Consultant.

March 1, 2010

 _____, President
Beth Hunter

**Centration, Inc.
8570 Utica Avenue, Suite 100
Rancho Cucamonga, CA 91730**

Appendix B

Mandate Maker™ General Terms and Conditions of Use

The following General Terms and Conditions govern the use of Centrations ("Service Provider") Mandate Maker™ ("Online Service") and the tools, reports, and other means or methods to log, capture, record, display, report, print, or arrange the data in whole or part for the ultimate purpose of seeking reimbursement from the State for mandated cost claims available therein collectively referred to as ("Materials"):

1. LICENSE; RESTRICTIONS ON USE

District ("Subscriber") is granted a nonexclusive, nontransferable, limited license to access and use for contemporaneously logging and/or completion in whole or part mandated reimbursable activities. This license includes:

(a) The right to electronically log or record on the Online Service Subscriber's workstation all data required to support claim(s) for reimbursement under the state of California's mandate reimbursement process;

1.2 Except as specifically provided in Sections 1.1 and 1.2, Subscriber is prohibited from downloading, storing, reproducing, transmitting, displaying, copying, distributing, or using in any unauthorized way or manner Materials contained in the Online Service. Subscriber may not create derivative products from the Materials without written permission from Service Provider. Subscriber may not share, sell, grant, or give access or the password for access to the Online Service or Materials to any other person or entity for any reason. Subscriber shall not use the Online Service to provide the Materials or printouts of the Materials to any person or entity other than employees within Subscriber's organization.

1.3 All right, title, and interest (including all patents, copyrights and other intellectual property rights) in the Online Service and Materials (in both print and machine-readable forms) belong to Service Provider. Subscriber acquires no proprietary interest in the Online Service, Materials, or copies thereof.

1.4 Except as specifically provided herein, Subscriber may not use the Online Service or Materials retrieved from the Online Service in any fashion that infringes upon the patents, copyrights or proprietary interests therein.

1.5 Subscriber may not remove or obscure the copyright, patent pending, or other notices contained in Materials retrieved from the Online Service.

1.6 Other provisions that govern Subscriber's use of the Online Service and Materials are set forth in the General Terms and Conditions, electronically displayed notice of changes, website notices, online descriptions of files, and individual documents retrieved from the Online Service (collectively, the "Additional Terms"), all of which are incorporated by reference into this agreement.

2. ACCESS TO SERVICES

2.1 Subject to the terms of paragraph 1.3, only employees authorized by the subscribing District may access and use the Online Service.

2.2 Subscriber's account number(s) may be restricted from accessing certain Materials otherwise available in the Online Service.

2.3 Materials and features, not required for mandate reimbursement, may be added to or withdrawn from the Online Service and the Online Service otherwise may be changed by Service Provider without notice.

3. LIMITED WARRANTY

3.1 The Service Provider represents and warrants that it has the right and authority to make the Online Service and Materials available pursuant to these General Terms and Conditions.

3.2 Except as otherwise provided in section 3.1, the online service and materials are provided on an "as is", "as available" basis. Service Provider obtains information for inclusion in its databases from sources which it considers reliable, but Service Provider shall not be liable for any inaccuracies in its databases, whether caused by negligence or otherwise and expressly disclaim all warranties, including the warranties of merchantability, performance, fitness for a particular purpose, accuracy, omissions, completeness, and delays.

3.3 Service Provider does not make any warranty that access to its database will be secure, complete, or error free. Nor does Service Provider make any warranty as to the life of any URL. Subscriber acknowledges that provisions of the database entail the likelihood of some human and machine errors, delays, interruptions and losses, including the inadvertent loss of data or damage to components.

4. LIMITATION OF LIABILITY

4.1 Service Provider and any officer, director, employee, subcontractor, agent, successor, or assignee or its affiliates shall not be liable for any loss, injury, claim, liability, or damage of any kind resulting in any way from (a) any errors in or omissions from the online service or any materials or services available or not included therein, (b) the unavailability or interruption of the online service or any features thereof or any materials, (c) subscriber's use of the online service or materials (regardless of whether subscriber received any assistance from Service Provider in using the online service), (d) subscriber's use of any equipment in connection with the online service, (e) any decision made or action taken by subscriber in reliance upon data, (f) the content of materials, or (g) any delay or failure in performance beyond the reasonable control of Service Provider.

4.2 The aggregate liability in connection with any other claim arising out of or relating to the online service or materials whether in contract, tort or otherwise, shall be limited to an amount equivalent to the fee paid by subscriber for access to Service Provider's Mandate Maker™ during the twelve months preceding the date such cause of action is alleged to have arisen. Service Provider shall not in any circumstances be liable to subscriber, whether in contract, tort or otherwise, for any special, indirect, incidental, or consequential damages of any kind whatsoever whether Service Provider is made aware (including, without limitation, attorneys' fees) in any way due to, resulting from, or arising in connection with the online service, materials, regardless of any negligence. Subscriber's right to monetary damages listed above in that amount shall be in lieu of all other remedies that subscriber may have.

5. TERMINATION OF AGREEMENT AND WAIVER

5.1 Unless stated otherwise in a particular provision, Service Provider may suspend or discontinue the online service to subscriber and pursue any other legal or equitable remedy available for failure to comply with any of subscriber's obligations hereunder. Subscriber may terminate this agreement immediately upon giving written notice of termination only if service provider commits a

material breach of this agreement. Failure of any party to enforce any provision of this agreement will not constitute or be construed as a waiver of such provision or of the right to enforce such provision.

6. MISCELLANEOUS

6.1 Subscriber may not assign its rights or delegate its duties under the subscription to access the online service without the prior written consent of Service Provider.

6.2 The individuals executing this agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.

6.3 The validity of this agreement and each of its terms and provisions, as well as the rights and duties of the parties under this agreement, shall be construed pursuant to and in accordance with the law of the State of California.

6.4 This agreement supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this agreement. This agreement contains all of the covenants and agreements between the parties with respect to the subject of this agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except for the covenants and agreements embodied in this agreement. No agreement, statement, or promise not contained in this agreement shall be valid or binding on the parties with respect to the subject of this agreement.

6.5 If any term of this agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of this agreement shall remain in full force and effect and shall not be affected.

6.6 The headings contained in this contract are inserted for convenience only and do not constitute a part of this contract.

End of document