

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

[www.centerusd.k12.ca.us](http://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**

◆ District Board Room, Room 503  
Wilson C. Riles Middle School  
4747 PFE Road, Roseville, CA 95747

**Wednesday, February 20, 2013 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 5:00 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
  - 1. Student Expulsions/Readmissions (G.C. §54962)
  - 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. CLOSED SESSION - 5:00 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
- IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)** Info
  - 1. Center High School - Aleah Woods
  - 2. McClellan High School - Ronnie Barnes/Tyler Baumann
  - 3. Antelope View Charter School - Kayla Williams
  - 4. Global Youth Charter School - Niko Morris

*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 schedule 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.

	<b>X. ORGANIZATION REPORTS</b> (3 minutes each)	Info
	1. CSEA - Cyndy Mitchell, President	
	2. CUTA - Heather Woods, President	
	<b>XI. STAFF RECOGNITIONS</b>	Info
	1. Retirement Acknowledgments - David Grimes	
	<b>XII. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
Curriculum ↓	1. CFW Foundation Scholarship Presentation	
	2. CHS Athletics Update - Steve Jackson	
	<b>XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> 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.</i>	
	<b>XIV. BOARD / SUPERINTENDENT REPORTS</b> (10 minutes)	Info
	<b>XV. CONSENT AGENDA</b> (5 minutes)	Action
	<i>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.</i>	
Governance ↓	1. Approve Adoption of Minutes from January 16, 2013 Regular Meeting	
Personnel ↓	2. Approve Adoption of Minutes from January 16, 2013 Special Meeting	
↓	3. Approve Classified Personnel Transactions	
↓	4. Approve Certificated Personnel Transactions	
↓	5. Approve Job Description - Behavior Specialist	
Spec Ed.	6. Approve 2012-2015 Classified Bargaining Agreement	
	7. Approve 2012/2013 Individual Service Agreements: 2012/13-142-152 Bright Futures	
Curriculum ↓	8. Approve Field Trip: 6 <sup>th</sup> Grade Classes to Sly Park - Spinelli	
Facilities & Op. ↓	9. Approve Field Trip: 5 <sup>th</sup> Grade Classes to Alliance Redwoods - North Country	
↓	10. Approve 2012-2013 Safe School and Emergency Preparedness Plan - Spinelli	
↓	11. Approve 2012-2013 Safe School and Emergency Preparedness Plan - North Country	
↓	12. Approve 2012-2013 Safe School and Emergency Preparedness Plan - Dudley	
↓	13. Approve 2012-2013 Safe School and Emergency Preparedness Plan - Oak Hill	
↓	14. Approve 2012-2013 Safe School and Emergency Preparedness Plan - AVCS & Global	
Business ↓	15. Approve Payroll Orders: July 2012 - January 2013	
	16. Approve Supplemental Agenda (Vendor Warrants)	
	<b>XVI. INFORMATION ITEMS</b> (3 minutes)	Info
Facilities & Op.	1. Conference: "C.A.S.H. 34 <sup>th</sup> Annual Conference on School Facilities" - C. Deason, C. Surryhne (O&F)	
	<b>XVII. BUSINESS ITEMS</b>	
Governance	<b>A. <u>2013 CSBA Delegate Assembly Election, Subregion 6-B</u></b>	Action
	The Board as a whole may vote for up to five (5) candidates. The Board may cast no more than one vote for any one candidate	



- |               |  |        |
|---------------|--|--------|
| <b>XVIII.</b> | <b>ADVANCE PLANNING</b>  | Info   |
| a.            | <i>Future Meeting Dates:</i>   |        |
| i.            | <i>Regular Meeting: Wednesday, March 20, 2013 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i> |        |
| b.            | <i>Suggested Agenda Items:</i>   |        |
| <b>XIX.</b>   | <b>CONTINUATION OF CLOSED SESSION (Item IV)</b>  | Action |
| <b>XX.</b>    | <b>ADJOURNMENT</b>   | Action |

***Center Joint Unified School District***

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Personnel Department</b>	
<b>Date:</b>	<b>February 20, 2013</b>	<b>Action Item</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>
<b>From:</b>	<b>David Grimes</b>  <b>Director of Personnel</b>	<b># Attached Pages</b>

**SUBJECT: Retirement Acknowledgements**

**David Grimes, Director of Personnel, will acknowledge  
certificated and classified retirees.**

**Retirees**

**Robert Taylor  
Martha Miranda  
Lillian Crotteau  
Patricia Norem  
Ronald Elder**

**Wilson C. Riles  
Dudley Elementary  
Wilson C. Riles  
Center High  
Transportation**

**RECOMMENDATION:**

*Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Superintendent's Office	Action Item _____
To: Board of Trustees	Information Item <u>  X  </u>
Date: February 20, 2013	# Attached Pages _____
From: Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____	

<p><b>SUBJECT: CFW Foundation Scholarship Recipient</b></p> <p>A representative from The CFW Foundation will be in attendance to present Oche Armstrong-Shortridge, from Center High School, with a scholarship award of \$1,500 to pursue his educational and career goals.</p> <p><b>RECOMMENDATION: information item</b></p>
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# The CFW Foundation

6425 Christie Avenue, Suite 270, Emeryville, CA 94608 (510) 596-8170 Fax (510) 450-0208

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December 10, 2012

Scott Loehr, Superintendent  
Center Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

OFFICE OF SUPERINTENDENT  
DEC 12 2012  
CENTER JOINT  
UNIFIED SCHOOL DISTRICT

Dear Scott Loehr,

We are delighted to inform you that the senior you nominated for the CFW Foundation Scholarship, **Oche Armstrong-Shortridge** from **Center High School** has been selected to receive an award of **\$1500 (One thousand five hundred dollars)** to pursue his educational and career goals.

The scholarship check will be made payable to the school or college of the student's choice. Funds must be used toward tuition, books, materials and other expenses related to the student's continued education. Please note that we send each award winner a "CFW SCHOLARSHIP ACCEPTANCE FORM" which must be completed and mailed to the CFW Foundation by **June 15, 2013**, informing us of plans for the 2013-14 academic year. We ask students to notify us if their plans change after that date, and advise them that they must use their award within 12 months of the date we issue the check or it will expire. If your student needs funds prior to attending their school, they can contact me to make such arrangements on a case by case basis.

We received many applications this year, all from students who had been nominated by their school district superintendents. We thank you for taking the time to identify and endorse Oche Armstrong-Shortridge as your nominee. We would like to recognize your student at your Board meeting after the first of the New Year. I will be in contact with your office to determine a date to do so.

Sincerely,



Barbara Renteria, CEO and Trustee  
CFW Foundation

## *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Center High School	Action Item _____
To: Board of Trustees	Information Item <u>  X  </u>
Date: February 20, 2013	# Attached Pages _____
From: Mike Jordan, Principal	
Principal/Administrator Initials: _____	

<b>SUBJECT: Center High School Athletics Update</b>
<p>Center High School Vice Principal, Steve Jackson, will provide the Board with an update on athletics.</p>
<b>RECOMMENDATION: information only</b>

## Center High School Athletics

Board Presentation  
February 20, 2013

After reviewing participation data, team handbooks that were received and financial accounts including CHS General Site Funds and ASB accounts, the following observations are valuable for consideration:

### Student Participation

- Center High School Offers 15 athletic programs.
- These 15 programs are composed of 29 teams at the freshman, junior varsity, and varsity levels.
- During the 2011-12 school year, 383 Center High students participated in athletics at some level.
- Of the 383 student athletes, 119 or 31% participated in more than one sport.

### Team Player Handbooks

- Team Handbooks generally cover information regarding expectations for student athletes as expectations for attendance at school, practices, and games.
- The team handbooks reviewed all contained information about fundraising expectations for the athletes.
- The team handbooks reviewed all contained information regarding an “absence policy.”
  - This policy will be reviewed with coaches and updated to more clearly define what constitutes an academic related absence.
  - A possible consideration will define an academic related absence as an activity that has a direct affect on the student’s grade in a specific class or classes.
- Several of the team handbooks reviewed contained information about contacting coaches when a parent has concerns as well as the concern process outlined in board policy.

### Athletic Financial Information

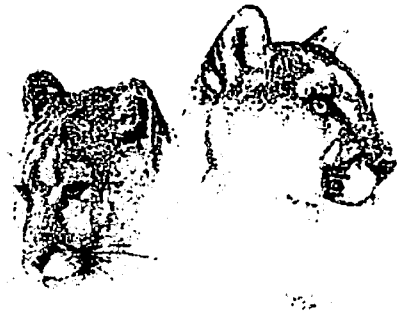
- The “general fund” at Center High School has 3 accounts related to athletics.
  - Athletics- covers certificated substitutes, classified substitutes and various expenses related to all sports.
  - Team Transportation- covers transportation for all teams to contests.
  - Competitive Athletic Equipment- covers mostly safety related expenses including testing, reconditioning and replacement of safety equipment for athletic teams.
  - At the principal’s discretion, money can be transferred between these accounts to cover temporary shortages which arise while waiting for interim funds to be received from the district.
- There are 3 general ASB accounts as well as ASB accounts for each team.
  - “Gate Receipts” are admission fees paid at each home game by fans in attendance. Primarily, these funds are used to pay for officials for all

sports, police officers who are working security, and ambulances at football games.

- The “Sports” fund is any money that has been collected as suggested athletic fees, \$3370 in 2010-11; \$450 in 2011-12; and \$0 in 2012-13.
  - This fee is not required, but is a suggested donation from families.
- Of the individual team accounts, proceeds are from fundraising and also any snack bar activity the team might promote.
  - Funds are typically athlete/team related and include uniforms, warm-ups, awards and recognition, tournament entry fees and off season league play.
  - Typically, teams spend in one season what funds are raised in that season.
  - These teams have significant balances:
    - Football: \$10,287
    - Boys Basketball: \$2,332
    - Girls Basketball: -\$4505
    - Baseball: -\$5344
- Due to negative balances for some team accounts and various other ASB accounts, Center High School has held firm to the policy that students will not be allowed to purchase dance tickets, run for student government office, participate in graduation activities, etc if they have an outstanding balance on their individual ASB account.
  - At the beginning of the 2012-13 school year it was determined that there was over \$73,000 in outstanding fees owed to ASB.
  - This balance has accumulated over many years of families being given the opportunity to use a “payment plan” and not paying what they owed.
  - The Center High administration can not allow this practice to continue.

# Center High School

## 2011 - 2012



# Softball Program

# Handbook

Varsity Head Coach

Chris Sutter

Derek Evans

Varsity Assistant Coaches

Raul Cobian

Junior Varsity Head Coach

Sue Sutter

REVISED 1/4/2012



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## PHILOSOPHY

Welcome to the Center High School Girls' Softball Program. In this handbook, you will find the philosophy and goals that will shape the program from a non-contender into one of the most competitive and exciting in the area. Listed below are goals the coaching staff has set for this season. In addition to these goals, the coaching staff will make DISCIPLINE and FOCUS two important traits that each player must learn to be part of the Center Softball Program.

**TEAM GOALS** – Each year, specific team objectives will change as the team's character changes. However, the following should be the general goals of the Center Softball teams and coaching staff:

1. To participate in practice and games with desire and intensity;
2. To help each other become as physically skilled as possible;
3. To improve team statistics from last season;
4. To mature as young women, by realizing that learning to deal with adversity is sometimes the best way to grow;
5. To openly discuss team and personal concerns when they arise, in order to resolve conflicts before they become problems;
6. To dedicate yourself to improving Center's Softball Program to make it a perennial power. This may include pre-season work in skill areas and participation in other area travel teams.

**PRIORITY SCHEDULING** – If we are to attain any of the goals which we have set for ourselves, it is important that each athlete is willing to commit herself to the following priority schedule:

1. Family and religious commitments
2. Academic progress and responsibilities.
3. CENTER SOFTBALL
4. Any out-of-season sports or other outside activities (ie. Work, SPORTSORAMA).

**FUNDRAISING** – Budget cuts by the district office continue to reduce the funds allocated for all team sports at Center; therefore, we must be proactive as a team and aggressively fundraise throughout the season to earn the monies needed to pay for the needs of the softball program. This season we need to purchase equipment and the Varsity will be participating in one or two tournament(s) prior to league games, so fundraising must be a priority.

Each player on the Varsity and Junior Varsity teams will be required to participate in all fundraisers listed below to the fullest extent possible. Listed below are scheduled fundraisers for this season; however, there could be additional fundraisers added during the season.

1. Drive-thru Tri-tip Dinner – May
2. Team Spiritwear for Parents, Extended Family, Friends, and Guests

**PRE-SEASON RESPONSIBILITIES** – In the event you are not involved in a winter sport at Center, you are strongly encouraged to attend pre-season conditioning programs which will be

conducted by the staff. Not only will this allow you to be in better physical condition when the season begins, but it will give the staff an opportunity to get to know you. You are also asked to read this copy of the team handbook and bring up any questions you may have regarding the team's philosophy or procedures. Your academic record has been checked periodically during the off-season to note any academic difficulties you may have been experiencing. If it is not up to the necessary standards, you will be strongly encouraged to change your study habits to be more in line with the team's "priority schedule".

**TRYOUTS/CHOOSING TEAMS** – Again this year, we will continue to field two levels of competition: Varsity and Junior Varsity. Junior Varsity is for developing the skills of all the young athletes. All players will learn the game and will get playing time. Varsity is **Competitive!** The coaching staff will work hard to find playing time for all players, but players are **NOT** guaranteed playing time and must be willing to play where the team needs them. We anticipate carrying approximately 14-16 players on the Junior Varsity team, and 13-15 players on the Varsity team. Players' abilities will be assessed at tryouts, and on an ongoing basis, and no roster or the number of players on each team is ever "engraved in stone". Through the course of tryouts, the entire coaching staff will work with and evaluate all athletes trying out for softball. In our collective opinion, we will select the student/athletes who best meet the criteria listed below.

The selection of all teams will be based on the following criteria:

1. Tryout performance/speed (based on measurable criteria) - **See Softball Basic Skills Review below;**
2. Desire and responsibility;
3. Aggressive team and individual play;
4. Coachability;
5. Athletic ability and natural coordination;
6. Softball knowledge;
7. Team needs

If players have any questions on the interpretation of these criteria, it is important that they ask a coach. If any athlete does not understand why she has not been placed on the season roster, she is encouraged to contact a coach and set up a time during which she and the staff may confer. Any athlete that has not made a team may still have an opportunity to be an active member of the team if injury, academic difficulties, or other circumstances cause a member(s) to be removed from the "active" team roster, or in the capacity of manager or statistician.

**ATTENDANCE AT SCHOOL** – In order to participate in after school athletic activities, you must be in attendance during the school day. Generally, a student-athlete will not be cleared to participate if he or she has an absence of more than two classroom periods for something other than a non-discretionary (i.e. court, wake, funeral) or school-related (i.e. field trip, performance) event. Written verification may be required. Absences of more than two periods as the result of illness, doctors' appointments, or physical exams will most likely result in the student not being cleared for participation that day. This policy also includes participation on a Saturday following a Friday absence.

**PRACTICE TIMES** – After school practice times may vary for all levels of softball. In general though, you are expected to be available for practice from 3:00 to 6:00 pm on school days.

1. The days and times for these practices will be determined by the coaching staff. Weekend and vacation practice times will be determined by the coaching staff.
2. Since there will be four coaches at the Varsity level and one at the Junior Varsity level, there will be times when the squads will be split in terms of infielders/outfields, pitchers/catchers, etc.
3. Please be on time as the posted schedule specifies.
4. If you are late, you prevent the other members of the team from maximizing their allotted time.

**PRACTICE ATTENDANCE** – You are expected to attend all practices and games unless you are ill, academically ineligible, or have been previously excused by your coach. Athletes are expected to bring a note for any absence or anticipated family commitment. Failure to follow this procedure will result in the following:

#### **Absences**

##### **1. Unexcused**

- a. An absence for which the athlete has not informed the coach **PRIOR** to the missed practice. Emergency situations would be handled as an excused absence if parent calls or sends a note to coach.
- b. Suspension from school.

##### **Penalty\***

1st unexcused: don't play first half of next contest.

2nd unexcused: don't play in next contest.

3rd unexcused: dismissed from team.

\*Athlete would have extra work or conditioning to make up for missed time.

##### **2. Excused\* \***

- a. Family emergency.
- b. School function (academic).
- c. Medical appointment.

\*\* Athlete informs coach prior to expected absence.

##### **Penalty**

Extra work or conditioning upon return to make up for lost time. Held out of part or all of one or more contests depending on number of practices missed, but not to exceed penalty for unexcused absences

**ATTITUDE** – You are a select athlete and will be expected to perform as one. This means that when you come to practice, or to a game, you should bring an attitude which is conducive to the progress of the team. You must try to leave behind you all the frustrations of the day, or anything else that will detract from your performance on the field. We, as a coaching staff, will maintain a positive attitude toward you. There will be times when you will be confronted with mistakes you have made. We ask that you use this constructive feedback as it is intended, to make you a better player.

**DRESSING FOR GAMES AND PRACTICE** – Each athlete is responsible to dress appropriately while attending away competitions. The wearing of inappropriate attire could result in removal from team competition on the specific day infraction occurs. See your coach or athletic director if you are concerned about specific attire. Please take pride in your appearance and your team.

In addition, each player should dress appropriately for practice. No spaghetti tops, tank tops or Shorts. T-shirts and softball pants/sweats should be worn. If you have a question about what you can and cannot wear, please contact one of the coaches.

Unless it is raining or extremely cold, we will practice outside. In addition to your cleats, bring another pair of shoes you can wear indoors. There will be times when we will go outside and then come inside for additional practice. In any case, NEVER wear your cleats into the building!!!

**EQUIPMENT CARE** – The equipment you are issued throughout the season, including your uniform, is your responsibility to care for appropriately. You are expected to share it with no one, other than a teammate. It should be returned clean, as you received it, and in good condition. No additions to, or alterations of the school uniform may be made without the approval of the head coach (ie. team hats, visors, undergarments, etc.)

Each athlete is responsible for each item of equipment issued to her. Lost or stolen equipment must be paid for at the replacement rate cost. An athlete will not be allowed to participate in the next season sport or will not be allowed to receive his or her awards, grades, or diploma until the borrowed equipment has been returned.

**TRAVEL TO AND FROM GAMES** – The high school provides transportation to and from all games and Tournaments. For any Scrimmages that are scheduled during School Transportation will be provided unless otherwise stated by your Coach. All athletes are required to use school transportation. Athletes may not participate in any away contest if they use alternate transportation without prior verbal permission from the coach. If parents wish to drive their player home after an away event, they must sign the player out with their respective coach.

The athletic department realizes that extenuating circumstances do occur. Athletes must secure verbal approval from the coach and the coach needs written notification from the parent, in advance of contests, of transportation change.

Under no circumstances are students allowed to drive or ride with anyone other than parents to or from athletic contests.

**FAN SUPPORT** – The coaching staff encourages you to invite your parents and friends to enjoy our games. However, all spectators will be expected to separate themselves from the players during the game. Players need to be free from distractions in order to concentrate on the matter at hand. Bleachers will be provided as often as possible. It will be the responsibility of the players to remind their parent(s) and/or inform any guest who may be unaware of this policy. Parents or guests who violate this policy will be asked to not attend future contests.

**PARENT VOLUNTEERS** – Parent volunteers are always needed by the coach staff. Scorekeepers and team mom's are a must for each team. These two important parent volunteer positions are needed, so the staff can focus on the important task of working with the players to help them improve their softball skills. If you are interested in volunteering for either position please indicate your desires on the attached Center High School 2011 - 2012 Softball Program Handbook Confirmation Page.

**CAPTAIN SELECTION** – The selection of a captain or captains will be left to the discretion of the coach. When captains are selected, they will be expected to function as role models for the other players. Their selection will be based on their proven ability to accept leadership responsibilities on the playing field, practice field, and in the classroom. Additionally, they will help facilitate communication between players and the coaching staff. In some cases, captains will be selected by the staff on game days. This may be done on a rotating basis, thereby allowing each team member an opportunity to assume a leadership role.

Since we will construct a permanent duty schedule, it will be the responsibility of the captain to make certain all equipment is transported to and from the game, by those who are assigned, and to lead the stretching and warm-up activities prior to the game.

**STARTING LINE-UP** – The line-up for each game may vary as the season progresses. There may be changes in personnel as well as unforeseen circumstances that occur during the season. In short, the strongest players for a given situation will be put on the field of play for each game, and such choices are the responsibility of the coaching staff.

## **AWARDS CRITERIA**

The following criteria will be observed in determining which award(s) an individual student athlete will earn upon completion of her season:

**JV Certificate** – will be earned by an athlete (any year in school) upon successful completion of the season, or if the athlete has been on the JV roster for 50% or more of the season. If a student athlete has not been on the active roster for at least 50% of the games for this level, she will not be awarded a certificate of participation.

**Varsity Letter and Certificate** – will be earned by an athlete (any year in school) upon successful complying with the requirements listed below:

1. Be academically eligible for the entire season
2. Complete the entire season with exception of those coming out late because of involvement in other sport
3. Participate in all sport fundraising activities required by sport and raise required minimum for those fundraisers
4. Return all issued uniform or equipment items in acceptable condition at conclusion of season

5. Have no outstanding bills owed to ASB
6. Fulfill any other sport-specific requirements by coach or advisor
7. Presentation of awards under extenuating circumstances (ie: injury) will be determined after consultation with the Head coach and/or Athletic Director.

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## **RULES OF TRAINING & CONDUCT**

1. Attendance at all practices and games is mandatory unless a player is excused by your coach.
  - a. Absences from practice must be pre-arranged and approved by your coach.
  - b. Written notes to miss practice are required in advance.
  - c. Verbal messages passed along by other players are not acceptable.
  - d. Practices are used to determine the line-up for games.
  - e. If a player has an unexcused absence from practice she must realize that her position on the team may be affected. (This includes family vacations during spring break and weekend practices).
  - f. Players who will be absent from school should have their parents call their coach by 10:00 A.M.
  - g. Failure to comply with any of the above procedures may result in the suspension from games and/or expulsion from the team.

**NOTE:** Jobs are not acceptable excuses for missing practices and/or games. Please share your practice and game schedules with your employers in advance to avoid any conflicts.

2. Players are representatives of Center High School. Swearing, throwing equipment, cheating and other unsportsmanlike acts will NOT be tolerated. Suspension from one or more contests and/or expulsion from the team may result from repeated unsportsmanlike acts.

3. Players will receive uniforms prior to the first game. These **MUST** be worn at all scheduled contests. Players should take good care of uniforms because they are passed on to future teams. Players will have to pay to replace uniforms which they abuse or lose.

**IT IS YOUR RESPONSIBILITY TO FIND OUT WHERE AND WHEN PRACTICE IS BEING HELD !!!!!**

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## **SOFTBALL BASIC SKILLS REVIEW**

### **THROWING (Over-hand)**

1. Grip - Across seams, 2 or 3 fingers (3 for lower level). Grip with fingertips, do not grip ball too tightly. Not resting in palm.
2. Keep eyes fixed on target.
3. Opposite foot forward, shift weight to rear leg. Full 180o extension.
4. Rotate trunk toward throwing arm.

5. Wrist forward as the elbow leads the arm back. Elbow above shoulder.
6. Transfer weight toward front foot, squaring trunk to target.
7. Elbow, away from the body, leads the arm forward. Wrist is cocked.
8. Elbow extends in a "whiplike" action, wrist snaps forward.
9. Body follows through in the direction of the throw. (Arm from 2:00 - 7:00).

## **CATCHING**

1. Always give a target (open glove, shoulder height). Call for ball.
2. Stand with knees slightly bent.
3. Once ball is in flight, move in line with ball, body behind glove.
4. Use bare hand to cover glove after catching ball.

## **FIELDING**

1. Slight forward/backward stance. Weight balanced on the balls of feet.
2. Three point bend - ankles, knees, and hips. (Keep butt down)
3. Glove near ground and hands extended slightly in front of body.
4. Bare hand adjacent to glove, little finger to little finger.
5. Move in line with ball and watch it into the glove. (Don't flinch)
6. Use bare hand to cover glove after fielding ball.
7. Pull glove to right hip, reaching into glove for ball.
8. Go into throwing motion.

## **HITTING**

1. Choose bat that can be handled and swung.
2. Grip bat in fingers not palm, right hand above left.
3. Hands relaxed until swing begins.
4. Assume a comfortable balanced stance. Knees slightly bent.
5. Tuck chin close to front shoulder, eyes on ball, head still.
6. Hands over rear foot, wrists extended, bat tilted back.
7. Take short stride forward.
8. Rotate hips forward first, followed by shoulders.
9. Lead with the hands & butt of the bat, bring bat into plane of the ball.
10. Force weight against front braced leg.
11. Pull bat through plane of the ball, extending both arms at contact.
12. Focus eyes on contact point, out in front of plate as wrists extend.
13. Roll top hand over bottom following contact, allow bat to continue through.

## **Important Dates to Remember**



# CENTER HIGH SCHOOL

## Softball Game Schedule (2011-2012)

(Daylight Savings Time starts March 11<sup>th</sup>)

<u>DAY</u>		DATE	OPPONENT	LOCATION	<u>TIME</u>	<u>BUS LEAVES</u>
Sat		Feb 18	<u>JV</u> Scrimmage	Antelope	TBD	NO BUS
Fri		Feb 24	<u>Varsity</u> Scrimmage	Freedom Park	TBD	TBD
Sat		Feb 25	<u>Varsity</u> Scrimmage	Lindhurst	TBD	NO BUS
Sat		Mar 3	<u>Varsity</u> Scrimmage	Roseville	TBD	NO BUS
Tue	-----	Mar 6	St. Francis	Center	4:00	-----
Thur		Mar 8	<u>Varsity</u> Victory	TBD	TBD	TBD
Fri		Mar 9	<u>Varsity</u> Victory	TBD	TBD	TBD
Sat		Mar 10	<u>Varsity</u> Victory	TBD	TBD	TBD
<hr/>						
Tue	-----	Mar 13	Antelope	Center	4:00	-----
Mon	-----	Mar 19	El Camino	Center	4:00	-----
Mon	-----	Mar 21	Colfax*	Colfax	4:00	2:00
Fri		Mar 23	<u>JV</u> Clash of Titans	Antelope	TBD	TBD
Sat		Mar 24	<u>JV</u> Clash of Titans	Antelope	TBD	TBD
Tue		Mar 27	Oakmont	Oakmont	4:00	2:30
Wed	-----	Mar 28	Placer*	Center	4:00	-----
Fri		Mar 30	Stephanie Ledoux	Roseville (V Only)	TBD	TBD
Sat		Mar 31	Stephanie Ledoux	Roseville (V Only)	TBD	TBD
Wed		Apr 11	Lincoln*	Lincoln(No JV)	4:00	2:30
Wed	-----	Apr 18	Foothill*	Center	4:00	-----
Fri		Apr 20	Bear River*	Bear River	4:00	2:00
Wed		Apr 25	Placer*	Placer	4:00	1:30
Fri	-----	Apr 27	Lincoln*	Center(JV 2Games)	4:00	-----
Wed	-----	May 2	Colfax*	Center	4:00	-----
Mon		May 7	Foothill*	Foothill	4:00	2:30
Wed	-----	May 9	Bear River*	Center	4:00	-----

### \*PVL LEAGUE MATCH

----- Home Games

Head Var. Coach: Chris Sutter  
(Cell: 549-6238)

Head JV Coach: Sue Sutter  
(Cell: 730-3182)

Asst. Var. Coach: Derek Evans / Raul Cobian  
(Cell: 595-3286) / (Cell: 202-3858)

Asst. JV Coach:

Center High School  
3111 Center Court Lane  
Antelope, CA 95843  
Phone: 916-338-6366 Fax: 916-338-6370  
Mascot: Cougar  
Colors: Columbia Blue and Gold

# **CENTER HIGH SCHOOL 2011 - 2012 SOFTBALL PROGRAM**

## **HANDBOOK CONFIRMATION PAGE**

This is confirmation that my daughter and I (parent/guardian) have read all information contained in the attached Center High School 2011 - 2012 Softball Program Handbook. In addition, we have signed and dated this form acknowledging that we understand all rules and policies set forth in this handbook. Please remove only this paper and return it to me no later than March 5, 2012.

Player \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Print)

Parent \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Print)

Please contact me if you have any question.

Chris Sutter  
Head Varsity Softball Coach Center High School  
Email: [centersoftball@gmail.com](mailto:centersoftball@gmail.com)  
Cell: (916)549-6238

# **Center High School**

**2010 Norcal Semi-Finalist**

**2011 Norcal Quarter-Finalist**

**2012 Norcal Semi-Finalist**



**2012-13**

**Boy's Basketball**

**GAME DAY DRESS CODE** – attached

**GAME DAY 24 HOUR RULE** – After an event, the boy's basketball program has a 24 hour policy. This means the coaches are not obligated to discuss any aspect of the event for 24 hours.

**ATHLETIC TRANSPORTATION AND EVENT RELEASE FORM**

- \* There will be only one bus for away trips. It will leave before the freshmen game and return after the junior varsity game. All freshmen and JV players must ride the bus to the event.
- \* If a parent wishes to take their son home after an event, that parent must sign the "Athletic Event Release Form" before leaving with the player.
- \* You can only sign-out your son. This is a district policy.
- \* An assistant coach or the head coach will have the form available before and/or after the game.

**VARSITY LETTER REQUIREMENTS** - attached

**COACHING STAFF DIRECTORY** - attached

**2012-13 GAME SCHEDULE** - attached

**NOVEMBER & DECEMBER CALENDARS** - attached

**AWARDS BANQUET NIGHT**

- \* Legends at Woodcreek Golf Course
- \* Monday, March 25, 2013
- \* 7:00 pm

**MOTTO: "Hard work makes dreams come true!"**

The coaches and I will stick around after the meeting to answer any questions you may have. Thank-you for coming to tonight basketball information night, we look forward to seeing you at the games this season.

Coach Gagnon ☺



# **Center High School Boys Basketball Absence Policy 2012-2013**

## **Absences**

### **I. Unexcused**

A. An absence for which the athlete has not informed the coach **prior** to the missed practice. Emergency situations would be handled as an excused absence.

B. Suspension from school.

#### **Penalty\***

1<sup>st</sup> unexcused: don't play the first half of the next contest.

2<sup>nd</sup> unexcused: don't play in the next contest.

3<sup>rd</sup> unexcused: dismissed from the team.

\*Athlete would have extra work or conditioning to make up for the missed time.

### **II. Excused\*\***

A. Family **emergency**.

B. School **academic** function that is mandatory and/or has a direct affect on the student-athlete's grade in a class.

C. **Medical** appointment.

\*\*Athlete informs coach prior to expected absence.

#### **Penalty**

Extra work or conditioning upon return to make up for lost time. Held out of part or all of one or more contests depending on the number of practices missed, but not to exceed penalty for unexcused absences.

### **Entertainment Books Sales:**

- Sales started the 20<sup>th</sup> of August and ended the 10<sup>th</sup> of September.
- Players were credited \$15 for each book sold.
- I still have five books to sell. If you are interested in selling a book, see me after the meeting.

### **Cookie Dough Sales:**

- Order forms will be handed out on Monday, the 12<sup>th</sup> of November at 2:45 in the gym.
- Money must be turned in to the ASB window by Friday, the 30<sup>th</sup> of November.
- Order forms and ASB receipts must be turned in to Coach Gagnon (room 404) by Monday, the 3<sup>rd</sup> of December.
- Pick-up cookie dough at 1:00 pm Friday, the 21<sup>st</sup> of December in basketball snack bar room. Please plan to pick up the cookie dough at this time. We do not have a freezer here at the school to hold the cookies.

### **Free Throw-A-Thon:**

- Sponsor sheets will be handed out on Monday, January 14, 2013.
- Players will shoot their free throw on Saturday morning, January 26, 2013.
- Money collected must be turned in to the ASB window.
- Money is due on Wednesday, February 6, 2013.

If you have any other ideas for fundraising that you would like to be in charge of, please contact me at (916) 765-2083 and I would like to work with you.

Thank-you,

Coach Gagnon

## **Requirements for Varsity Letter**

- C Be academically eligible for the entire season.**
- C Complete the entire season.**
- C Participate in all fundraising activities and raise minimum required amount.**
- C Return all issued uniform or equipment items in acceptable condition at the conclusion of the season.**
- C Have no outstanding bills owed to ASB.**

4.1.1 Awards: School letters, certificates, or other honors and/or special recognition.

4.1.2 Competitive Representational Activities: All activities sanctioned by and under the control and jurisdiction of the Center Unified School District that are competitive, extra-curricular or co-curricular. These activities do not occur during the regular course of the school day, and include Competitive Representational Activities which occur during summer vacation.

4.1.3 Consent: The parent or guardian and the Participant are required to sign a written consent for drug testing prior to participating in the Competitive Representational Activity.

4.1.4 Season: Official seasons will be the same for all Competitive Representational Activities. The academic year is divided into four seasons: (August 1 – December 1), winter (November 1 – March 31), spring (February 1 – the last day of school), and summer (the day after the last day of school – July 31). If tryouts/meetings for competitive activities occur during a season of ineligibility, the student may attend tryouts/meetings at the discretion of the person in charge.

## 4.2 Action Taken & the Reinstatement Process

### Athletic Seasons:

Fall: Football, Volleyball, Boy's Soccer, Cross Country, Cheerleading, Swimming, Girl's Golf, Girl's Tennis Winter: Basketball, Ski-Snowboarding, Cheerleading, Wrestling, Spring: Baseball, Softball, Track & Field, Girl's Soccer, Boy's Golf, Boy's Tennis.

## 5.0 QUITTING A COMPETITIVE REPRESENTATIONAL ACTIVITY

Any Participant dropping a Competitive Representational Activity before the Season ends shall not be eligible to practice or participate in another Competitive Representational Activity until the end of the Season during which the drop occurred. Exceptions to this rule can be made by the Principal.

## 6.0 EQUIPMENT

6.1 All equipment is issued to a student on a loan basis, subject to normal wear and tear. Equipment that is abused or lost must be paid for by the student to whom it was issued.

6.2 For a student to be eligible to participate in a subsequent Competitive Representational Activity, all equipment must be turned in at the end of a Season. Failure to do so shall result in school penalties.

## 7.0 TRANSPORTATION

7.1 When district transportation is provided, Participants must be transported to and from school events on aforementioned transportation. The two exceptions to this rule will be: if a parent or guardian contacts (by note or call) the principal or designee in advance of the Competitive Representational Activity. Upon direct authorization by the principal or designee, the Participant will be released by the coach, or person in charge, to the parent or guardian only for transportation following the Competitive Representational Activity; the second exception will be if the district transportation is for "drop off" purposes only, then the parent or guardian will not need to contact the principal or designee in advance of the event as a prerequisite to picking up the Participant.



# 2012-13 CENTER HIGH SCHOOL BOYS BASKETBALL

<u>DAY</u>	<u>DATE</u>	<u>OPPONENT</u>	<u>LOCATION</u>	<u>TIME</u>
Sat.	Nov. 24	Vanden (Sac-Joaquin Invitational)	CRC	4:00
Mon.	Nov. 26	Oakmont (Foundation Game)	Oakmont HS	7:30
Tue.	Nov. 27	Mesa Verde (F/JV)	Center HS	5:30/7:00
Thur.-Sat.	Nov. 29-Dec. 1	Jack Scott Tournament (V)	Rio Americano HS	TBA
Thur.-Sat.	Nov. 29-Dec. 1	John Karsten Tournament (JV)	Foothill HS	TBA
Thur.-Sat.	Nov. 29-Dec. 1	Cougar Classic(F)	Center HS	TBA
Thur.-Sat.	Dec. 6-8	Folsom-Vista Tournament (F/JV/V)	Folsom HS	TBA
Tue.	Dec. 11	Antelope (F/JV)	Center HS	5:30/7:00
Thur.	Dec. 13	Inderkum (F/JV)	Inderkum HS	5:30/7:00
Thur.-Sat	Dec. 13-15	Davis Tournament (V)	Davis HS	TBA
Thur.-Sat	Dec. 27-29	Whitney Christmas Tourn. (F/JV/V)	Whitney HS	TBA
Thur.	Jan. 3	Rio Linda	Center HS	12:00/3:30/7:00
Sat.	Jan. 5	Chavez	Center HS	4:00/5:30/7:00
Thur.	Jan. 10	Placer*	Placer HS	4:00/5:30/7:00
Tue.	Jan. 15	Lincoln*	Lincoln HS	4:00/5:30/7:00
Thur.	Jan. 17	Colfax*	Colfax HS	4:00/5:30/7:00
Sat.	Jan. 19	Whitney (The Common Good)	Antelope HS	6:00
Wed.	Jan. 23	Foothill*	Center HS	4:00/5:30/7:00
Fri.	Jan. 25	Bear River*	Bear River HS	4:00/5:30/7:00
Wed.	Jan. 30	Placer*	Center HS	4:00/5:30/7:00
Fri.	Feb. 1	Lincoln**	Center HS	4:00/5:30/7:00
Wed.	Feb. 6	Colfax*	Center HS	4:00/5:30/7:00
Fri.	Feb. 8	Foothill*	Foothill HS	4:00/5:30/7:00
Tue.	Feb. 12	Bear River***	Center HS	4:00/5:30/7:00

## \*PVL LEAGUE GAMES

Head Coach: Ray Gagnon  
Asst. Coach: Pete Smith  
Asst. Coach: Dave Zan  
Asst. Coach: Ernie Taubodo

## \*\*WINTER HOMECOMING

JV Coach: Michael Tenette  
Asst. Coach: Dennis Smith

## \*\*\*SENIOR RECOGNITION

Freshmen Coach: Jin Lee

Center High School  
3111 Center Court Lane  
Antelope, CA 95843  
Phone: 916-338-6420 Fax: 916-338-6370  
Mascot: Cougars  
Colors: Columbia Blue and Gold

# November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Center High School Boys Basketball	VB - Varsity Boys JVB - JV Boys FB - Frosh Boys	<u>Locations</u> G - CHS Gym MP- Multi-Purpose KT - Ken Thomas WR- Wilson C Riles		1	2	3
4	5 VB 7-9 G JVB 5-7 G FB 3-5 G	6 VB 6:30-8:30 WR JVB 7:30-9 KT FB 6-7:30 KT	7 VB 7-9 G JVB 5-7 G FB 3-5 G	8 VB 6:30-8:30 WR JVB 7:30-9 KT FB 6-7:30 KT	9 VB 7-9 G JVB 5-7 G FB 3-5 G	10 E-waste work VB 9-11 JV 10-12 FB 11-1 Practice VB 12-2 G JVB 2-4 G FB 4-6 G
11	12 NO SCHOOL VB 10-12 G JVB 12-2 G FB 2-4 G	13 VB 6-8 WR JVB 7:30-9 KT FB 6-7:30 KT	14 VB 7-9 G JVB 5-7 G FB 3-5 G	15 VB 6-8 WR JVB 7:30-9 KT FB 6-7:30 KT	16 VB 7-9 G JVB 5-7 G FB 3-5 G	17 Scrimmages 9-12 VB @ Center JVB @ Rio Linda FB @ Woodcreek
18	19 No school VB 4-6 G JVB 12-2 G FB 10-12 G	20 No school VB 6-8 G JVB 12-2 G FB 10-12 G	21 No school VB 4-6 G JVB 12-2 G FB 10-12 G	22 No school <i>Happy Thanksgiving!</i>	23 No school VB 6-8 G JVB 12-2 G FB 10-12 G	24 VB in Sac-Joaquin Invitational @ CRC vs Vandan 4:00 pm JVB 12-2 G FB 10-12 G
25	26 Foundation Games @ Oakmont HS VB 6:00 pm JVB 4:30-6 G FB 7:30-9 G	27 VB 3-4:30 G  FB/JVB Boy's vs Mesa Verde 5:30/7:00	28 VB 7-9 G JVB 5-7 G FB 3-5 G	29 VB @ Rio Amer. Tour. JVB @ Foothill Tour.  FB host Cougar Classic TBA	30 VB @ Rio Amer. Tour. JVB @ Foothill Tour.  FB host Cougar Classic TBA	

# **CENTER HIGH SCHOOL BOYS BASKETBALL**

## **2012-13 CODE OF ETHICS**

If I am selected to represent CENTER HIGH SCHOOL in the basketball program, I am sincerely interested in contributing my best to the success of our program during the coming season. I therefore agree to conduct myself according to the following code of ethical behavior. I also realize that in case I do not live up to this agreement that I am willing to be removed from the basketball program.

1. No smoking, drinking or drugs.
2. Respect and cooperate with my teammates and coaches.
3. Work hard and strive for improvement. Practice time is very important. Work hard and never have a poor attitude in practice.
4. Put my team's success ahead of individual glory.
5. Create, maintain, and promote good team morals.
6. Be worthy of the responsibility of representing my school at home and away games.
7. Create, maintain, and promote the elements of good sportsmanship.
8. Set an example in school, in my classes, at home, and on the basketball court so others will look up to me and respect me and so I will add something positive to the basketball program. This will mean no cussing and no technical fouls. Flagrant technical fouls (unsportsman like conduct) will result in a half game suspension.
9. We win as a team and we lose as a team.
10. Each member of the basketball squad is expected to contribute just a little more than his ability indicates. That is the true test of a champion. I want to be a champion and play on a championship TEAM.

This CODE OF ETHICS has been set fourth with the purpose to allow me the privilege and honor of being a part of a successful organization, to give me full opportunity of becoming a better competitor, and to install the desirable traits of adulthood.

SIGNED \_\_\_\_\_  
(Athlete)

SIGNED \_\_\_\_\_  
(Parent)

**CENTER**



**FOOTBALL**

PRE-SEASON

**THE PRIDE AND  
TRADITION OF THE**

**CENTER COUGARS**

**WILL NOT BE ENTRUSTED  
TO THE WEAK OR TIMID**

# **CENTER FOOTBALL**

## **Cougar Conditioning Manual**

*"Before I get in the ring, I'd have already won or lost it out on the road. The real part is won or lost somewhere far away from witness-behind the scenes, in the gym, and out there on the road, before I dance under those lights."*

**Muhammad Ali**

*"I get sick and tired of a player who complains about having to train during the summer. If you're not willing to make that sacrifice, then you shouldn't even be out for the team to begin with, you're playing the sport."*

**Derrick Thomas**  
**Kansas City Chiefs**

*"For most players, whether it be college or Pro, there is only a brief window of opportunity to play the game, and then it's over...forever. I didn't want to look back and be haunted by any regrets. I physically prepared for every season like it would be my last. I was driven to be the best and knew I had the rest of my life after football to take vacations and relax."*

**NFL Great Walter Payton**  
**2<sup>nd</sup> All-time leading rusher**

## **THE DISEASE OF ME**

**THE DISEASE OF ME = THE DEFEAT OF US**

**Six danger signals of the disease of me:**

- 1. Chronic feeling of under-application-focus on oneself.**
- 2) Paranoia over being cheated out of one's rightful share.**
- 3) Leadership vacuum resulting from formation of cliques and rivalries.**
- 4) Feelings of frustration even when the team performs successfully.**
- 5) Personal effort mustered solely to outshine teammate.**
- 6) Resentment of the competence of another-refuse to admit his contribution.**

**\*\*\*Most difficult thing for individuals to do when they become part of a team is to sacrifice; it is easier to be selfish. \*\*\***

**Coach Pat Riley  
Miami Heat**

## **ABRAHAM LINCOLN DIDN'T QUIT**

**Abraham Lincoln could have quit many times-but he didn't and because he didn't quit, he became one of the greatest Presidents in the history of our country.**

**"The sense of obligation to continue is present in all of us. A duty to strive is the duty of us all. I felt a call to that duty."**

**Probably the greatest example of persistence is Abraham Lincoln. If you want to learn about somebody who didn't quit, look no further.**

**Born into poverty, Lincoln was faced with defeat throughout his life. He lost eight elections, twice failed in business and suffered a nervous breakdown.**

**But Lincoln was a CHAMPION and he never gave up. Here is a sketch of Lincoln's road to the White House:**

**1831-Failed in business.  
1832-Defeated for Legislature.  
1833-Second failure in business.  
1836-Suffered nervous breakdown.  
1838-Defeated for Speaker.  
1840-Defeated for Elector.  
1843-Defeated for Congress.  
1848-Defeated for Congress.  
1855-Defeated for Senate.  
1856-Defeated for Vice- President.  
1858-Defeated for Senate.  
1860-ELECTED PRESIDENT!**

**"The path was worn and slippery. My foot slipped from under me, knocking the other out of the way," Lincoln said, after losing a Senate race. "But I recovered and said to myself, this is a slip and not a fall."**

**CENTER**



**FOOTBALL**

**DIGOL JBEILY**  
**Head Football Coach**  
**(916) 339-4703**  
**djbelly@centerusd.org**

**CENTER HIGH SCHOOL**  
**3111 Center Court Lane**  
**Antelope, Ca. 95843**  
**Mascot – Cougar**  
**Colors – Columbia Blue & Gold**

**2011 COUGAR FOOTBALL DATES AND TIMES**

**May 16 – 24                      Spring Practice    5-7 pm**

**June 11 – 14                      University Nevada Reno Football Camp (Varsity)**

**Summer Workouts                      5-7 pm**  
**May 31 – June 2**  
**June 7 – 9**  
**June 14 – 16**  
**June 21 – 23**  
**June 28 – 30**  
**July 5 – 7**  
**July 12 – 14**  
**July 19 – 21**

**Center Jr. Cougars Youth Camp                      5:30 – 7:30**  
**July 25 – 29**

**Start of School                      August 3**  
**Football Pre-conditioning                      August 4 – 9**  
**Practice Starts                      August 10**



# **CENTER HIGH SCHOOL FOOTBALL INFORMATION PACKET**

**"HOME OF SCHOLARS AND CHAMPIONS"**



**THIS CONTAINS THE ANSWERS TO MOST QUESTIONS  
WE ARE ASKED ABOUT THE PROGRAM**

**COMMITMENT  
DESIRE HEART**

**TEACHING BOYS HOW TO BE MEN  
OF SUBSTANCE AND IMPACT**

# CENTER COUGAR FOOTBALL

## MAKING THE TEAM

Each athlete will be given three days of practice once school starts to make the team. At the end of the third day, the coaches will post the final rosters for their teams.

Each athlete must also run a mile in a certain time:

**VARSITY:** Backs - 6min 30 sec

Linemen - 7min 30 sec

**J.V.:** Backs - 7min

Linemen - 8min

**FROSH:** Backs - 7min 30sec

Linemen - 9min

## IMAGE

The following guidelines for cougar players, coaches, stat people, and managers **WILL BE IMPLEMENTED** in keeping with our desire to further our image as a first class program.

## HAIR

Hair is to be kept clean, neatly trimmed, and combed. No bandannas. Hair will be tucked in under the helmet for safety reasons.

## SCHOOL DRESS

During the season, players will dress for success at school. Shirts will be tucked in; shoes tied and over all appearance clean-shaved and neat. Only Center High School colors and hats are to be worn during the season.

## FRIDAY AT SCHOOL

Away Games: Dress slacks or dress jeans with tie for all away games.

Home Games: Dress slacks or dress jeans with game jersey for all home games.

All shirts will be tucked in; shoes and socks will be worn. **NO SHORTS!**

Managers and Stat people-travel shirts with slacks or jeans.

## TRAVEL

Attire is to follow guidelines above. Also, on the bus, players are not to bring radios (private headsets ok). Jewelry (rings, chains, bracelets, or earrings) should not be brought to games.

## AT GAMES HOME AND AWAY

Players are to sit together prior to or after the game. Varsity will leave the JV game at the end of half time to prepare for the Varsity game.

## GAME ATTIRE

Players at all levels will wear **ONLY** that equipment that is issued them by members of the coaching staff. Our trainer or an orthopedic doctor must issue any additional pads or braces.

## COUGAR FOOTBALL RULES

1. **IF IT WON'T HELP YOU OR THE TEAM, DON'T DO IT!** This rule should give you and the coaches some latitude in dealing with individual problems. We attempt in our program to have as few rules as we can live with.
2. **RESPECT OTHER PEOPLE AND THEIR PROPERTY.** We want to have a first class program at Center High. One of the fastest ways for our team members to lose confidence in each other is being in a situation where they feel disrespect or distrust for other team members. We expect all players to behave as **GENTLEMEN AT ALL TIMES**, whether on the field, in the classroom, or in the community.
3. **DON'T BE LATE TO PRACTICE!** Any player who is late to practice unexcused will receive a **HAPPY HOUR SESSION**. We recommend some form of conditioning drill such as (50yd x 4 sprints). Coaches can choose other things if they wish, but in no case is the drill to be hazardous or punitive.
4. **DON'T MISS PRACTICE!** If a player has an unexcused absence from practice, he **MAY NOT PLAY** in the week's game. Suspension from school is an unexcused absence. In order to be excused, the player **MUST** contact the coach **PRIOR** to practice. (Ex: Family emergency, academic school function, and medical appointment). **MY PHONE NUMBER IS 439-4703. A THREE(3) UNEXCUSED ABSENCES DURING THE SEASON WILL RESULT IN REMOVAL FROM THE TEAM!**  
**IT IS IMPORTANT THAT ALL PLAYERS ATTEND PRACTICE FOR THE SUCCESS OF THEIR TEAM!**
5. **GO TO CLASS AND BE THE BEST STUDENT YOU CAN BE.** Your performance in the classroom is important, both in the short term and the long term. Remember that you must have a **2.0 GPA** and no F's to be a Center High School Football Player. Players will be expected to maintain a **2.5 GPA DURING THE FOOTBALL SEASON IN ORDER TO PLAY.** If a player drops below a **2.5 GPA**, he will be placed on probation for a week. During that period, the player will not participate in football **AT ALL**, but instead concentrate on getting his grades back up. We will provide during practice a study hall environment where the players can work on schoolwork. Once the players' grades have climbed back up to **2.5** or higher, he will be invited back to join the team on the field.

### C.V.C. SPORTSMANSHIP LEAGUE RULES:

- A. "Any student or fan who steps on to the court or playing field to start or join in a fight will be automatically ejected from the gym or playing field and will be

Asked not to attend the next game, at home or away. The student or fan may be subjected to further disciplinary action the next day by the site administration."

B. "Any player officially ejected from the athletic contest for unsportsmanlike conduct shall not be allowed to play in the next regularly scheduled contest. The player may be subjected to further disciplinary action the next day by site administration."

### SAC-JOQUIN SECTION SPORTSMANSHIP POLICY: SECTION BY LAWS 302.3

Any player ejected, or any player who leaves the confines of the bench or team area during a fight that may break out or has broken out shall be disqualified from participation in the remainder of the game and will be ineligible for the team's next contest.

## COUGAR FOOTBALL PHILOSOPHY

Football is nothing more than a context to help connect with boys and teach them, one, a clear definition of what it means to be a man. 2nd is to give them a code of conduct for manhood. 3rd is to help them figure out what their own unique transcendent cause should or could be in this world.

It isn't about winning or losing a game. It is about the lack of effort, it is about attitude, and it all comes back to something we're constantly trying to teach the boys. When you find yourself in a position of strength, a position of power or authority, you can go one way or the other. You can be a man built for others, which is all about effort and empathy. Or you can just walk around acting like you're better than everyone else, which is basically arrogance and indifference about the world around you. Instilling in boys the concept of Empathy: feeling what the other person feels. Not feeling for someone, but with someone. If you put yourself in another man's shoes, that's a great gift to have for a lifetime. We have to decide what kind of guys we are going to be.

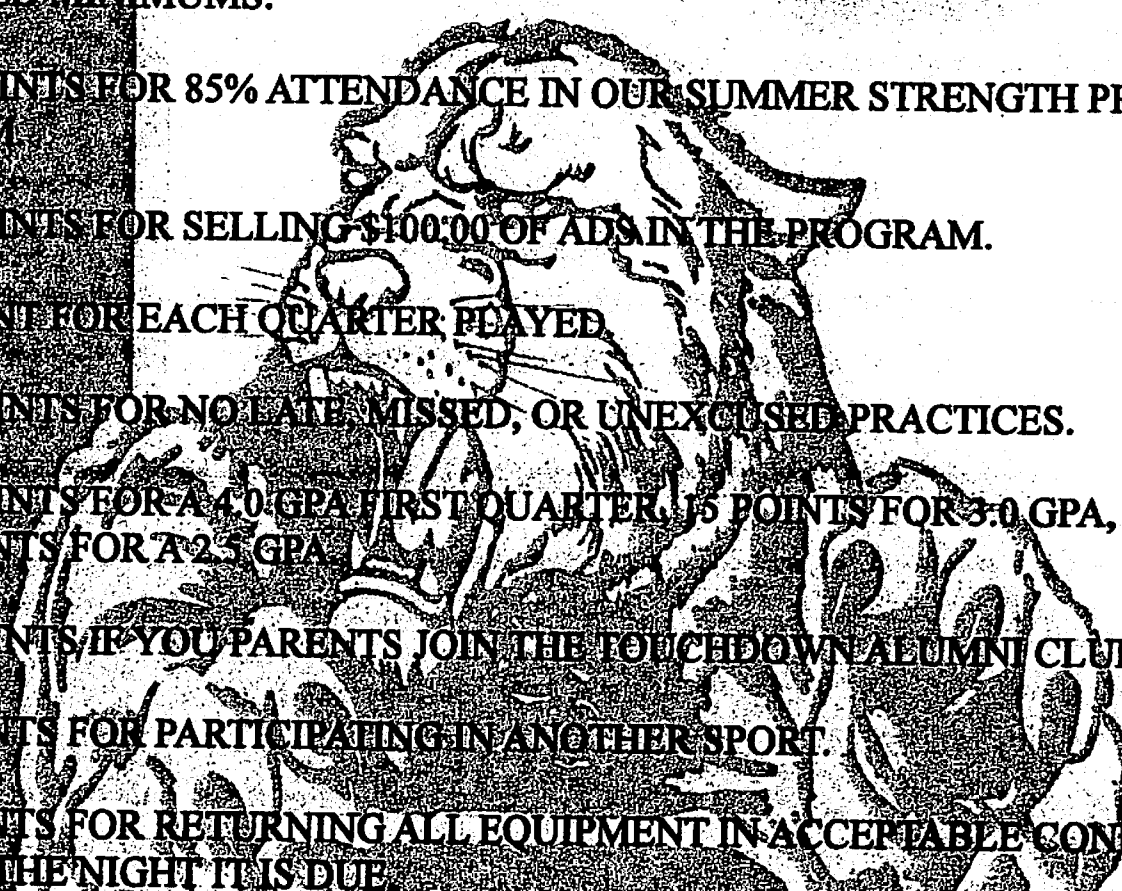
Life is only 10% what happens to us, 90% how we react to it. In the end, it's not the mistakes you make that really matter. It's what you do with what you learn from those mistakes. And it's also how you respond to the mistakes of others. Whenever there is injustice, we ought to show up, stand up, and speak up. Whenever we can show up, stand up, and speak up, that's when we start changing the world... and all of us need to do that.

No child should ever have to meet the needs of a parent. It should strictly parents meeting the needs of children.

**Teach'em, Love'em, and Let'em have a good experience.**

# **COUGAR FOOTBALL VARSITY LETTER POINT SYSTEM**

**PLAYERS NEED 100 POINTS TO EARN A VARSITY LETTER**

- 
- A. 15 POINTS FOR 100% ATTENDANCE IN SPRING PRACTICES.**
  - B. 25 POINTS FOR PARTICIPATING IN ALL FUNDRAISERS AT THE ESTABLISHED MINIMUMS.**
  - C. 15 POINTS FOR 85% ATTENDANCE IN OUR SUMMER STRENGTH PROGRAM.**
  - D. 10 POINTS FOR SELLING \$100.00 OF ADS IN THE PROGRAM.**
  - E. 1 POINT FOR EACH QUARTER PLAYED.**
  - F. 10 POINTS FOR NO LATE, MISSED, OR UNEXCUSED PRACTICES.**
  - G. 25 POINTS FOR A 4.0 GPA FIRST QUARTER, 15 POINTS FOR 3.0 GPA, AND 5 POINTS FOR A 2.5 GPA.**
  - H. 10 POINTS IF YOU PARENTS JOIN THE TOUCHDOWN ALUMNI CLUB.**
  - I. 5 POINTS FOR PARTICIPATING IN ANOTHER SPORT.**
  - J. 5 POINTS FOR RETURNING ALL EQUIPMENT IN ACCEPTABLE CONDITION THE NIGHT IT IS DUE.**

**(NOTE): 3 POINTS WILL BE DEDUCTED FROM YOUR TOTAL FOR EVERY DAY YOUR EQUIPMENT IS LATE.**





CENTER HIGH SCHOOL  
3111 CENTER COURT LANE  
ANTELOPE, CA 95843  
(916 338-6420)

TO: PARENTS  
FROM: BASEBALL COACHING STAFF

THE CENTER HIGH SCHOOL BASEBALL COACHING STAFF IS PLEASED TO HAVE YOUR STUDENT ATHLETE TRYOUT FOR OUR PROGRAM. IT IS A DEMANDING SPORT THAT REQUIRES DEDICATION AND A LARGE TIME COMMITMENT.

ENCLOSED YOU WILL FIND A COPY OF THE SCHEDULE, ABSENCE POLICY, TEAM LOGO CATALOGUE, AN ARTICLE THAT SHOULD BE READ BY ALL PARENTS AND PLAYERS AND ATHLETIC TRAINING INFORMATION.

TRYOUTS WILL BEGIN ON FEBRUARY 4<sup>TH</sup> (TIME TO BE ANNOUNCED) AND WILL CONTINUE UNTIL BOTH VARSITY AND JR. VARSITY TEAMS ARE SET. PLAYERS WILL BE SELECTED ON TALENT, ATTITUDE, GRADES, OFF SEASON AND PRE-SEASON COMMITMENT, NOT NECESSARILY IN THAT ORDER.

AS WAS THE POLICY IMPLEMENTED LAST SEASON, A PLAYER WILL EARN A LETTER/INSERT OR CERTIFICATE BY FINISHING THE 2010 BASEBALL SEASON AND PARTICIPATING IN TWO OF THE TEAM'S FUNDRAISERS.

FINALLY, SHOULD YOUR STUDENT ATHLETE MAKE ONE OF THE TEAMS, PLEASE BE RESPECTFUL OF PROTOCOL. QUESTIONS AND CONCERNS SHOULD BE ADDRESSED IN THIS ORDER: HEAD COACH FIRST, ATHLETIC DIRECTOR, NEXT AND THEN THE PRINCIPAL IF NEEDED. WE STRONGLY ENCOURAGE THE PLAYERS TO PROBLEM SOLVE ANY CONCERNS WITH THE COACHING STAFF PRIOR TO PARENT INTERVENTION.

THANK YOU,

THE CHS BASEBALL COACHING STAFF

CENTER HIGH SCHOOL  
BASEBALL  
3111 CENTER COURT LANE  
ANTELOPE, CA 95842

Parents/Players:

This year the Center High School Baseball program again will be playing baseball at Raley Field, home of the Sacramento River Cats. This year's games will be Saturday March 2<sup>nd</sup> against Benicia High School. The Jr. Varsity game will start at 3:30 PM followed by the Varsity game at 6:30 PM. The game is free to watch although you must pay for parking. Concessions stands will be open.

As in the past, the baseball players and coaches must sell tickets to River Cats games in order to play at Raley Field. This year we will be selling 400 vouchers (as opposed to 500 in the past) to any game at Raley field in the Senate section behind the first base/third base area. In order for a player to participate in the Benicia J.V. or/and Varsity game, he must sell 12 tickets at \$17.00 each (actual ticket price). These tickets are vouchers that can be exchanged at the box office for any game, best seats available.

The team has the tickets already and upon receipt of this "contract", players will be issued their tickets to sell. Please understand that ***no tickets can be returned***. Players getting River Cats vouchers are obligated for the \$204.00.

If you have any questions or concerns, you can call (not text-I'm old) or talk to me personally any time. My cell is 806-1123

Thank you and "Go Cougars."

Coach Wise

---

\_\_\_\_\_ has my permission to sign out 12 River Cats vouchers to sell at \$17.00 each. I understand that tickets cannot be returned and that we are responsible for the \$204.00.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

**CENTER HIGH SCHOOL**  
**BASEBALL**  
 3111 CENTER COURT LANE ANTELOPE, CA 95843  
 916 338 6450

**2013**

<b>DATE</b>	<b>OPPONENT</b>	<b>TIME</b>	<b>BUS</b>
2/16	@ CORDOVA (SCRIM)	10:00	
2/28	RIO LINDA	3:30	
3/2	BENICIA@RALEY FIELD	6:00	
3/8	@OAKMONT	3:30	2:00
3/13	PLACER	4:00	
3/15	@LINCOLN	4:00	2:15
3/20	@COLFAX	4:00	1:30
3/22	FOOTHILL	4:00	
3/25-29	CORDOVA TOURNAMENT	TBA	
4/3	@BEAR RIVER	4:00	1:30
4/5	@PLACER	4:00	1:45
4/10	PLACER	4:00	
4/12	LINCOLN	4:00	
4/17	@LINCOLN	4:00	2:15
4/19	COLFAX	4:00	
4/24	@COLFAX	4:00	1:30
4/26	@FOOTHILL	4:00	2:30
5/1	FOOTHILL	4:00	
5/3	BEAR RIVER	4:00	
5/6	@SAN JUAN	4:00	2:45
5/8	@BEAR RIVER	4:00	1:30
5/13	SECTION PLAYOFFS		

VARSITY-WISE, SLOAN, NORTH  
 JR. VARSITY-BEAM, OILL





# **Center High School Athletic Absence Policy**

## **Absences**

### **I. Unexcused**

- A. An absence for which the athlete has not informed the coach **prior** to the missed practice. Emergency situations would be handled as an excused absence.
- B. Suspension from school.

#### **Penalty\***

- 1<sup>st</sup> unexcused: don't play first half of next contest.
- 2<sup>nd</sup> unexcused: don't play in next contest.
- 3<sup>rd</sup> unexcused: dismissed from team.

\*Athlete would have extra work or conditioning to make up for missed time.

### **II. Excused\*\***

- A. Family emergency.
- B. School function (academic).
- C. Medical appointment.

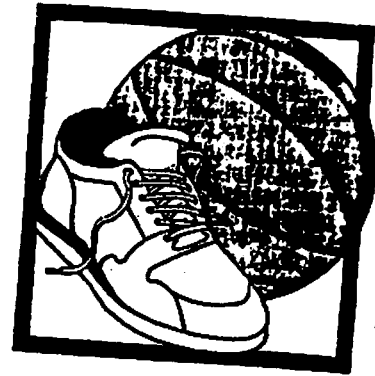
\*\* Athlete informs coach prior to expected absence.

#### **Penalty**

Extra work or conditioning upon return to make up for lost time. Held out of part or all of one or more contests depending on number of practices missed, but not to exceed penalty for unexcused absences.

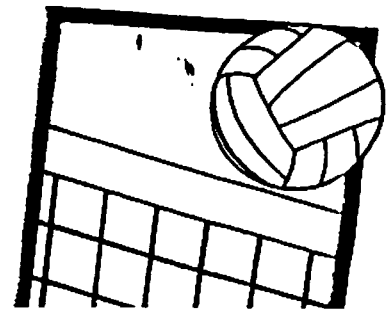
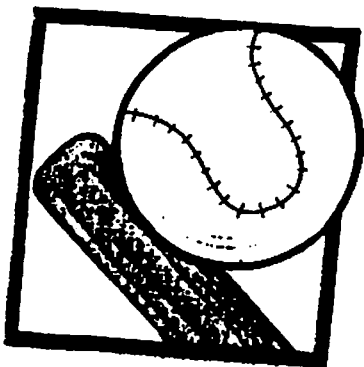


CENTER HIGH SCHOOL  
3111 Center Court Lane  
Antelope, Ca. 95843  
Phone 338-6366 FAX 338-6364  
Athletic Director - Bob Eason  
Mascot - Cougar



### THE IDEAL SPORTS PARENT AT CENTER HIGH SCHOOL

1. Support your student-athlete and attend as many contest as possible
2. Avoid putting pressure on your student-athlete to start, score, or be the star
3. Be supportive of coaches and administrators
4. Build your student-athlete's attitude toward the team and coach by being positive
5. Remember athletics exist as PART of the whole educational experience
6. Serve as a good role model for student-athletes and for other fans
7. Contribute to the success of the booster club with time and money when possible
8. Appreciate the enormous amount of time coaches dedicate to students
9. Attend pre-season information meetings
10. Show respect for officials and coaches
11. If a concern arises, arrange to talk to the coach first - but not during practice or game times
12. Abide by athletic regulations for conduct, fundraising, and participation
13. Understand that the good of the team and the school come first
14. BE POSITIVE ABOUT THE PROGRAM AND THE EXPERIENCE THAT PARTICIPATION PROVIDES



# CENTER HIGH SCHOOL

## PARENT INFORMATION

### ATHLETIC TRAINING

As an Athletic Trainer, my primary concern is the health and safety of the students participating in interscholastic athletic activities at Center High School. This requires the cooperation of parents, student-athletes and their personal physicians (and other medical personnel). The following information will help me provide the best possible care for our athletes:



**Pre-participation Physicals** Every athlete must have a pre-participation physical every year. The physical will cover all sports that an athlete participates in during the school year. The physical must be signed by a licensed physician (MD or DO), and it must be on file at Center High School before a student can participate in any athletic activity (conditioning, practice or competition). A physical by a chiropractor is not acceptable.

**Emergency Information** This information will be used to contact a parent or other authorized person in the event of an injury to a student-athlete. It is essential that this information be legible and easily understood by emergency personnel.

**Medical Visits and Referrals** Athletes who are referred to a medical professional for an injury or condition that occurred as a result of athletic activity, or have been seen for another condition (injury or illness) that causes him/her to miss practice and/or competition must provide documentation from that professional on letterhead or other stationery, with the following information:

- Medical professional's name, address, phone number, and medical title
- Injury or condition diagnosed
- Treatment protocol
- Conditions for return to activity

This documentation is to be given to the Athletic Trainer, and will be kept on file with other medical records. This is to assure that there is no miscommunication regarding the doctor's instructions. The athlete cannot return to activity until that form has been provided to the Athletic Trainer.

I look forward to helping everyone have a safe and successful season!

Kelly Luse, M.S., A.T.C.  
Certified Athletic Trainer

# Realities Of High School Can Be Harsh

By ROBERT BRACCI  
Head Coach/Cabrini H.S.

ALLEN PARK, Mich. — The major motivation to go out for a varsity sport is to be a part of the team and feel a sense of belonging, though there are other supplemental reasons.

Yet being on a high school team especially varsity is a privilege, not a right (though to some it might feel like a right at a small populated school).

There are no guarantees when one decides to commit to be part of the team for playing time, order in pitching rotation, position in the field/batting order, game strategy, etc.

Those types of issues are the role of the head coach.

There are no entitlements based on one's Little League and JV statistics, grade level, who one may know, some other person(s) perception of a player's ability for playing time, order in the pitching rotation, position in the field/batting order, game strategy, etc.

On the varsity levels decisions are based much more on the present tense performance though recent past accomplishments are considered, as well as the future tense which is based on the player's potential.

Whether we want to admit it or not, winning and putting the best team on the field becomes more of a priority at the varsity level.

(Example: A local high school of over 1,200 boys started a freshman catcher on varsity over a two-year starter who was a senior at the time.)

This is the way the real world operates after high school.

Remember high school baseball is a game of mathematics.

At the maximum only ten players (with a DH) can start at once.

That means at least five to seven players will be on the bench at all times.

Of course, when I am the player



or parent at one of those pre-season meetings, I know the coach must be talking about one of my teammates or another parent's kid but not me or mine.

Moreover, another reality of high school baseball is the substitution rules, which are significantly more restrictive when compared to football, basketball, hockey, and soccer.

As a result of this fact and late game strategy possibilities/priorities, the coach often times has to delay getting a substitute early game playing time.

Furthermore, when a young athlete plays one inning in a baseball game it "feels" (because of environmental considerations and game design reasons) unimportant and like a token gesture.

However, the reality is playing one inning in baseball is equal to five minutes of playing time on your high school basketball team.

And we know there are many kids across the country that are high school basketball substitutes that would drool to play five minutes a game.

Some key considerations high school baseball coaches must make in their player evaluation process include

What are each player's strengths/weaknesses compared to others on that current team such as:

- > Singles/contact hitter or line drive gap hitter or hitting for power
- > Hitting for average (quality at bats)/knowledge of strike zone
- > Bunting ability
- > Arm strength
- > Arm accuracy
- > Fielding the position

> Not only making the routine play consistently, but being able to make the "mildly difficult play" regularly.

- > Speed
- > Baseball instincts
- > Versatility
- > Mental toughness/poise
- > Attitude and behavior

What position does the player play in relationship to the needs of the team and how he stacks up performance wise, against the other guy?

Does one have that edge over the other player in certain areas of the criteria mentioned above?

It comes down to who the head coach feels most comfortable with as an overall player, as well as the game situation, the opposing team, his team's strengths and weaknesses, and the team's future opponents.

It's the head coach's responsibility to see the entire pie.

Again that is based on all the things that are expressed in each one of the previous and following paragraphs.

So when a player (non-starter or starter) gets a chance to play in a game, scrimmage against another team, inter-squad scrimmage, outside practice, or an indoor practice, they need to perform as many aspects (criteria noted above) of the game, as well as be psychologically ready when and if an opportunity arises.

The players that possess significant degrees of commitment, coachability, being a team player, and a strong work ethic have the best chance of understanding/accepting the realities of being an effective high school varsity baseball athlete.

Thus, allowing them to enjoy the overall experience along the way and develop their skills.

Similarly, parents who truly understand/accept the contents of this document naturally become a great asset to the entire program and its coaches.

# **CENTER HIGH SCHOOL TRACK AND FIELD WHERE WINNING IS A HABIT**

## **RULES AND INFORMATION**

**WELCOME TO CENTER HIGH SCHOOL'S TRACK AND FIELD PROGRAM. THE COACHES ARE LOOKING FORWARD TO WORKING WITH YOU THIS SEASON. WE HOPE YOU TAKE THIS SEASON SERIOUSLY. THE FOLLOWING INFORMATION WILL PROVE USEFUL.**

### **EVENTS OFFERED : RUNNING EVENTS**

**100 METER DASH  
200 METER DASH  
400 METER DASH  
800 METER DASH  
1600 METER RUN  
3200 METER RUN**

**100 METER LOW HURDLES-GIRLS  
110 METER HIGH HURDLES-VARSITY BOYS  
65 METER HIGH HURDLES - J.V.  
300 METER LOW HURDLES- J.V., GIRLS  
300 METER I.HIGH HURDLES- VARSITY BOYS**

**4 X 100 METER RELAY GIRLS, J.V., VARSITY BOYS  
4 X 400 METER RELAY GIRLS, J.V., VARSITY BOYS**

### **FIELD EVENTS**

**SHOT PUT  
DISCUS  
HIGH JUMP**

**LONG JUMP  
POLE VAULT  
TRIPLE JUMP**

**ALL TEAM MEMBERS ARE STRONGLY  
ENCOURAGED TO PARTICIPATE IN 4 EVENTS TO  
SCORE THE MAXIMUM AMOUNT FOR TEAM  
POINTS.**

### **PRACTICE:**

**PRACTICE WILL BE HELD EVERYDAY OF THE  
SCHOOL WEEK, MONDAY through FRIDAY, FROM  
3:00 P.M. SHARP TO 5:00 P.M. OR WHEN EVER  
THE WORKOUT IS FINISHED.**

## **MEETS:**

**LEAGUE MEETS ARE HELD ON WEDNESDAYS. TEAM MEMBERS MUST ATTEND ALL LEAGUE MEETS. ON DAYS WE HAVE TO LEAVE SCHOOL EARLY, BE SURE TO GET YOUR HOMEWORK ASSIGNMENTS FROM YOUR TEACHERS AHEAD OF TIME.**

**INVITATIONAL MEETS ARE ON FRIDAYS OR SATURDAYS. THEY ARE OPTIONAL ONLY IF YOU DON'T QUALIFY TO PARTICIPATE. THEY PROVIDE AN EXCELLENT OPPORTUNITY TO COMPETE AGAINST SOME OF THE BEST IN THE AREA. TO QUALIFY FOR THEM YOU MUST EITHER MAKE THE MEET STANDARDS, SET BY THE MEET OFFICIALS OR THE CENTER HIGH COACHING STAFF. THESE STANDARDS WILL CHANGE FROM MEET TO MEET.**

**REQUIREMENTS FOR A VARSITY LETTER IN TRACK AND FIELD.**

- 1. ATTEND ALL LEAGUE MEETS**
- 2. BE ON TIME**
- 3. MAINTAIN A DESIRE TO EXCEL, RUN TO WIN AND ALWAYS SHOW GOOD SPORTSMANSHIP.**

**THREE UNEXCUSED ABSENCES WILL RESULT IN DISMISSAL FROM THE TEAM. ON RAIN DAYS PRACTICE WILL BE IN THE WEIGHT ROOM. ALWAYS!**

**IF YOU CAN NOT ATTEND A PRACTICE OR A MEET PLEASE CONTACT ONE OF THE COACHES OR PHONE 338-6366 AND LEAVE A MESSAGE.**

**PRACTICE RULES:**

- 1. BE ON TIME**
- 2. MAKE YOUR WORKOUT WORTH WHILE.**
- 3. DON'T STAND AROUND AND TALK. TALKING NEVER WON A RACE!!!**
- 4. ONLY TRACK ATHLETES ARE ALLOWED AT PRACTICE.**
- 5. ALL PRACTICES WILL BEGIN WITH A EASY 1 LAP BY EVERYONE, FOLLOWED BY TEAM WARM-UPS.**

**PRACTICE IS OVER WHEN YOUR WORKOUT FOR THAT DAY IS COMPLETED. EVERYONE MUST CHECK WITH A COACH WHEN THEY LEAVE. THIS IS TO INSURE YOUR SAFETY. THE GIRLS LOCKER ROOM SHOULD BE LOCKED DURING PRACTICE. WE WILL ONLY UNLOCK IT AT 4:30. IF YOU NEED TO LEAVE BEFORE THAT TIME, BRING YOUR SCHOOL MATERIAL TO THE TRACK WITH YOU.**

# **Center High School Athletic Absence Policy**

## **Absences**

### **I. Unexcused**

- A. An absence for which the athlete has not informed the coach **prior** to the missed practice. Emergency situations would be handled as an excused absence.
- B. Suspension from school.

#### **Penalty\***

- 1<sup>st</sup> unexcused: don't play first half of next contest.
- 2<sup>nd</sup> unexcused: don't play in next contest.
- 3<sup>rd</sup> unexcused: dismissed from team.

\*Athlete would have extra work or conditioning to make up for missed time.

### **II. Excused\*\***

- A. Family emergency.
- B. School function (academic).
- C. Medical appointment.

\*\* Athlete informs coach prior to expected absence.

#### **Penalty**

Extra work or conditioning upon return to make up for lost time. Held out of part or all of one or more contests depending on number of practices missed, but not to exceed penalty for unexcused absences.



# HANDY ALIBI SHEET FOR TRACK & FIELD

This list is intended to simplify the problem of selecting the proper alibi to suit the occasion. While some athletes are so bad that they don't need an alibi, most will at some time be in need of some explanation to account for some performance. and this handy check list may prove helpful.

Ate too much before meet  
 Was weak from lack of nourishment  
 Meet in afternoon, date at night  
 Date in afternoon, meet at night  
 Not enough time to warm up  
 Warmed up too much  
 Not enough training  
 Overtrained  
 Not enough sleep  
 Too much sleep  
 Need wheat germ oil  
 Need yogurt  
 Not enough weight training  
 I'm building up slowly for four years from now  
 I don't want to improve too rapidly  
 Saving myself for \_\_\_\_\_  
 (name of girl, event, etc.)  
 Bus too crowded, couldn't relax  
 Bus too quiet  
 Started kick too soon  
 Started kick too late  
 Never started kick  
 Worried about studies  
 Girl friend unfriendly last night  
 Girl friend too friendly last night  
 When I saw that \_\_\_\_\_  
 was entered I got psyched out  
 I didn't think  
 I thought too much  
 He cut me off  
 I cut him off and thought I was disqualified  
 I'm a mudder and the track was dry  
 I can't run on a muddy track  
 They all jumped the gun but me  
 I was waiting for the recall  
 Poor judges  
 Poor starter  
 Poor track  
 Footing too hard  
 Footing too soft  
 Too warm  
 Too cold  
 Shin splints  
 Blisters  
 Spikes too short  
 Spikes too long  
 I don't have red shoes  
 I forgot to bring my shoes  
 Cramp in leg  
 Cramp \_\_\_\_\_ (fill in location)

Chicken  
 Cold feet  
 I thought I was having a heart attack  
 Snowblindness  
 Got lost  
 I thought there was another lap to go  
 I thought the race ended a lap sooner  
 I can't run when I'm behind  
 I can't run when I'm ahead  
 I can't run  
 Too many meets  
 Cheap awards  
 I wanted to see what the other place medals were like  
 Nobody cared about my performance  
 Too many people were depending on me  
 I don't like organized athletics  
 I only run for exercise  
 I didn't feel like running  
 I felt great and that's always a bad sign  
 I couldn't get excited about the race  
 I was over anxious  
 My mind was too tense (two tenths of the whole mind)  
 I heard we weren't getting a meal after the meet  
 My coach is an American and he doesn't understand foreign athletes  
 My coach is a foreigner and he doesn't understand American athletes  
 My coach is a \_\_\_\_\_  
 We didn't train this way in elementary school  
 My blocks slipped  
 I have great potential, BUT \_\_\_\_\_  
 I have emotional problems  
 I can't stand too much success  
 Looking forward to cross country  
 I don't like to jump into wet sand  
 Too much competition  
 Every time I cleared the crossbar, the wind blew it off  
 The sun blinded me during the relay exchange  
 I couldn't hear the splits

(anything you might think of)

YOUR ENEMIES: "If" and "But"

# **Center High School Track and Field Fundraising**

**Due to the fact that our district track budget has not increased since 1989 we need to raise money to keep our program afloat.**

**We are asking that track athlete's raise at least \$50.00 for the program. We will have candy sales, magazine sales, sweat shirt and t-shirt sales and car washes to do this. The athlete can opt out of the fundraising by paying \$50.00.**

**The money earned will go to pay for team entries into invitationals, which may cost up to \$300.00 each. The money will also be used to replace uniforms, shot-puts, discus, pole vault poles, crossbars, replacement spikes and other equipment as needed.**

# **CENTER HIGH SCHOOL TRACK AND FIELD RULES**

- 1. WHATEVER YOU DO ON OR OFF THE TRACK  
DO WITH CLASS.**
- 2. NEVER MISS A RACE OR EVENT.**
- 3. ALL TEAM MEMBERS WILL WARM-UP WEARING  
A CENTER HIGH SCHOOL TRACK AND FIELD  
UNIFORM, PROPERLY. NO SAGGING OR HATS.  
BE PROUD OF YOUR TEAM!!!**

**4. FAILURE TO FOLLOW ANY  
OF THESE SIMPLE RULES  
WILL RESULT IN BEING  
REMOVED FROM THE  
TEAM!!!!!!**

**I FULLY UNDERSTAND THE ABOVE FOUR RULES  
AND WILL FOLLOW THEM TO THE BEST OF MY  
ABILITY.**

**DATE: PRINT NAME:**

**SIGNED:**

**WITNESSED BY PARENT:**

# CENTER HIGH SCHOOL

## GOLF

### TEAM RULES AND EXPECTATIONS

#### A. GRADES - ELIGIBILITY

- 1) Keep up grades (Minimum 2.0 GPA and NO F's). Juniors and seniors may appeal with 1 F and a 2.0 GPA. Freshmen and sophomores will be advised not to use their appeal.
- 2) Grade checks as needed.
- 3) Be in classes at least ½ of the school day.

#### B. MAKING THE TEAM - CUTS

- 1) Team will consist of 9 - 12 golfers
- 2) Three rounds of 9-hole play will be played within the first 2 weeks. The top 9 - 12 total scores will make the team.
- 3) 6 golfers will play in matches with the 5 top scores counting towards team scoring.

#### C. EQUIPMENT

- 1) Must have own clubs
- 2) Players should have supply of legal balls in their bag. Balls may be borrowed from teammates during a match. See coach for used balls

#### D. ON THE COURSE BEHAVIOR

- 1) Follow all USGA rules
- 2) No swearing (penalty - determined by coach)
- 3) No club throwing (penalty - disqualification from match)
- 4) No cheating - BE HONEST (penalty -disqualification)
- 5) If golfer is disqualified, he/she is not eligible to play in the next scheduled match. A 2<sup>nd</sup> DQ will result in a 3 match suspension. A 3<sup>rd</sup> DQ will result in removal from the team.
- 6) Observe golf etiquette at all times
- 7) Official scorecards are kept by the home team. Solve any problems immediately!
- 8) Players take practice swings off the tee box areas.

#### E. OFF THE COURSE BEHAVIOR

- 1) Act responsibly
- 2) Represent Center High School and the golf team with pride.
- 3) School rules and expectations apply for behavior.
- 4) Class suspensions or school suspensions will result in match suspensions (1 match for each day suspended)

## **F. MATCH DAYS**

- 1) Be on time and ready to play
- 2) No use of pull carts or caddies allowed, unless handicap necessitates use
- 3) No parent coaching - must be 25 yards away. Parents may watch a match, but no talking to the players.
- 4) Dress code will be enforced!
  - A. No jeans worn at match
  - B. Hemmed shorts may be worn
  - C. Only team shirts will be worn and tucked in. Exception - collared shirts may be worn if okayed by coach.
  - D. Hats may be worn. Must be worn correctly!
  - E. Golf shoes - not required, but highly recommended. Soft spikes required.
  - F. Telephones on course will result in automatic DQ

## **G. PRACTICE DAYS**

- 1) Be on time
- 2) No practice, no play in match, unless prearranged with coach. (See attached for school policy)
- 3) 9 holes or driving range, or both will be required Monday through Thursday. No Friday or weekend practice.

## **H. TRANSPORTATION**

- 1) Home matches and practices - supply own ride or communicate with coach other arrangements.
- 2) Away matches - by bus
  - A. Be prompt 15 minutes before bus departure
  - B. Return on bus unless parent speaks directly to coach and signs release form.

## **I. TEAM UNITY AND GOALS**

- 1) Problems - get them resolved with coach or individual! DON'T let it effect you or the team!
- 2) Setting goals
  - A. Individual - top 7 scoring leaders in league play will be All-League
  - B. Team - top 3 teams in final league standings advance to sub-sections, plus 6 other individuals from other league teams.

# **Center High School Athletic Absence Policy**

## **Absences**

### **I. Unexcused**

- A. An absence for which the athlete has not informed the coach **prior** to the missed practice. Emergency situations would be handled as an excused absence.
- B. Suspension from school.

#### **Penalty\***

- 1<sup>st</sup> unexcused: don't play first half of next contest.
- 2<sup>nd</sup> unexcused: don't play in next contest.
- 3<sup>rd</sup> unexcused: dismissed from team.

\*Athlete would have extra work or conditioning to make up for missed time.

### **II. Excused\*\***

- A. Family emergency.
- B. School function (academic).
- C. Medical appointment.

\*\* Athlete informs coach prior to expected absence.

#### **Penalty**

Extra work or conditioning upon return to make up for lost time. Held out of part or all of one or more contests depending on number of practices missed, but not to exceed penalty for unexcused absences.

**2012-2013 CHEERLEADING  
DISCIPLINE SHEET  
From: Coach Raina**

--Verbally DISRESPECTING the coach will result in 1<sup>st</sup> TIME- BENCHED NEXT GAME 2<sup>nd</sup> TIME- OFF THE SQUAD

--Not wearing the right uniform or no uniform to school on game days. BENCHED ONE GAME

--Suspended from class BENCHED NEXT GAME

--Wearing the wrong uniform to a game. BENCHED ONE GAME

--Wearing the uniform improperly or not as a total unit BENCHED ONE GAME

--Not bringing entire uniform or poms to the game BENCHED THAT GAME

--Changing out of uniform after the game BENCHED NEXT GAME

--Failing to wear proper uniform on the bus BENCHED ONE GAME

--Missing a practice BENCHED NEXT GAME

--Arriving at the game later than the designated time BENCHED 1<sup>st</sup> HALF OF THE GAME

--Shouting or making offensive remarks while on the bus 1<sup>st</sup> TIME – BENCHED NEXT GAME 2<sup>nd</sup> TIME- OFF THE BUS

--Failure to attend a game without PROPER NOTIFICATION to the coach OFF THE SQUAD

--Unbecoming behavior that reflects on the reputation of the school or squad OFF THE SQUAD

--Arriving late to practice or leaving early THREE TIMES- BENCHED ONE GAME

--Failure to attend practice for any reason (other than illness or doctor's note) BENCHED NEXT GAME

--Failure to attend game (other than illness) BENCHED ONE GAME

--Failure to attend 2 games during the year REMOVAL FROM THE SQUAD

I understand to receive a Varsity Letter I must not miss more than 3 games during the year for ANY REASON

CHEERLEADER/ATHLETE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT/GUARDIAN \_\_\_\_\_ DATE \_\_\_\_\_

ATHLETICS

		App Bdgt & Tmsfr	Received/Exp	Encumbered	Balance
1130	Certificated Subs	\$2,038.00	(\$2,025.76)	\$0.00	\$12.24
3101	Certificated Sub STRS	\$157.00	(\$156.82)	\$0.00	\$0.18
3301	Certificated Sub OASDI	\$8.00	(\$7.75)	\$0.00	\$0.25
3311	Certificated Sub MediCare	\$30.00	(\$29.35)	\$0.00	\$0.65
3501	Certificated Sub SUI	\$23.00	(\$22.30)	\$0.00	\$0.70
3601	Certificated Sub Wrk Cmp	\$34.00	(\$33.08)	\$0.00	\$0.92
4300	Supplies	\$4,248.00	(\$4,247.29)	\$0.00	\$0.71
5600	Rents/Leases/Repairs	\$1,000.00	(\$1,000.00)	\$0.00	\$0.00
5800	Other Services and Operations	\$9,340.00	(\$2,805.00)	\$0.00	\$6,535.00
2299	Classified Support Overtime	\$137.00	(\$393.47)	\$0.00	(\$256.47)
3302	Classified Support OASDI	\$9.00	(\$24.39)	\$0.00	(\$15.39)
3312	Classified Support MediCare	\$2.00	(\$5.71)	\$0.00	(\$3.71)
3502	Classified Support SUI	\$2.00	(\$4.33)	\$0.00	(\$2.33)
3602	Classified Support Workers Comp	\$3.00	(\$6.42)	\$0.00	(\$3.42)
	Totals	\$17,031.00	(\$10,761.67)	\$0.00	\$6,269.33

TEAM TRANSPORTATION

		App Bdgt & Tmsfr	Received/Exp	Encumbered	Balance
5600	Rents/Leases/Repairs	\$362.00	(\$1,263.56)		(\$901.56)
5712	Field Trip Trans Transfers	\$53,570.00	(\$31,605.90)		\$21,964.10
	* trips through 12/29/2012				
5810	Field Trip Charter	\$1,068.00	(\$4,145.49)		(\$3,077.49)
	Totals	\$55,000.00	(\$37,014.95)	\$0.00	\$17,985.05

COMPETITIVE  
ATHLETIC  
EQUIPMENT

		App Bdgt & Tmsfr	Received/Exp	Encumbered	Balance
4300	Supplies	\$7,043.00	(\$5,619.50)	\$0.00	\$1,423.50
5800	Other Services and Operations	\$2,957.00	(\$2,956.12)	\$0.00	\$0.88
Total		\$10,000.00	(\$8,575.62)	\$0.00	\$1,424.38



**ASB Account**

<b>Gate Receipts</b>	<b>2010-2011</b>				
	Balance from 2009-2010			(\$7,815.69)	
	<b>Income</b>				
	Tracks Sales	\$54,541.61			
	League & CIF Dues			(\$3,124.94)	
	Officials Fall, Winter, Spring			(\$21,898.20)	
	Ambulance			(\$2,092.50)	
	Security- TRPD			(\$8,235.00)	
	Awards			(\$2,266.79)	
	Sprint Monthly Bill			(\$73.84)	
	CPR Training			(\$1,770.00)	
	Wrestling League Meet			(\$150.00)	
	Track League Meet			(\$150.00)	
	Use of Rio Linda Pool			(\$2,576.00)	
	Cross Country Related			(\$400.07)	
	BB Playoff Game Officials			(\$195.00)	
	account closed			(\$52.00)	
	CIF & SJS Playoff			(\$14,464.25)	
	Portable Toilets			(\$207.28)	
	Track Starters			(\$260.00)	
	League Track Meet Related			(\$3,423.00)	
	Storage Container 10'			(\$97.49)	
	Scoreboard Lights			(\$35.40)	
	Voided checks			\$9,635.60	
	sub total			(\$51,836.16)	
	Account Balance				(\$5,110.24)
	<b>OPEN POs</b>				
	TRPD			(\$1,765.00)	
	Sprint Phone			(\$175.36)	
	sub total			(\$1,940.36)	
	Total Encumbrances			(\$61,592.21)	
	Projected Current Balance				(\$7,050.60)

<b>Gate Receipts</b>	<b>2011-2012</b>				
	Balance from 2010-2011			(\$5,110.24)	
	<b>Income</b>				
	Tracks Sales	\$42,910.91			
	Transfer from ASB Cards	\$1,905.00			
	sub total	\$44,815.91			
	League & CIF Dues			(\$2,797.35)	\$0.08
	Officials Fall, Winter, Spring			(\$22,465.00)	\$0.45
	Ambulance			(\$2,160.00)	\$0.04
	Security- TRPD			(\$11,507.25)	\$0.23
	Awards			(\$2,908.19)	\$0.06
	Sprint Monthly Bill			(\$23.99)	\$0.04
	Terry Cloth Towels			(\$58.27)	\$0.00
	CPR Training			(\$5,800.00)	\$0.12
	Certification			(\$411.00)	\$0.01

	Wrestling League Meet			(\$150.00)	\$0.00
	BB Playoff Game Related			(\$580.00)	\$0.01
	CIF & SJS Playoff			(\$3,484.00)	\$0.07
	Portable Toilets			(\$452.36)	\$0.01
	Track Starters			(\$420.00)	\$0.01
	Swim Meet Custodial			(\$76.00)	\$0.00
	Voided checks			\$3,120.00	(\$0.06)
	sub total			(\$50,173.41)	
	Account Balance				(\$10,467.74)
	OPEN POs				
	TRPD			(\$7,756.00)	
	Awards			(\$2,500.00)	
	Ambulance			(\$5,840.00)	
	Sprint Phone			(\$1,000.00)	
	Portable Toilets			(\$547.64)	
	BB Court Towels			(\$47.85)	
	sub total			(\$17,691.49)	
	Total Encumbrances			(\$72,975.14)	
	Projected Current Balance				(\$28,159.23)

Gate Receipts	2012-2013				
	Balance from 2011-2012			(\$10,467.74)	
	Income				
	Tracks Sales	\$34,718.89			
	League & CIF Dues			(\$3,384.18)	
	Officials Fall & Winter			(\$15,283.00)	
	Ambulance			(\$1,777.50)	
	Security- TRPD			(\$1,953.00)	
	Awards			(\$1,051.23)	
	Scorekeeper Pinnies BB			(\$40.00)	
	sub total			(\$23,488.91)	
	Account Balance				\$762.24
	OPEN POs				
	TRPD			(\$5,547.00)	
	Awards			(\$2,130.60)	
	Ambulance			(\$1,222.50)	
	Sprint Phone			(\$1,000.00)	
	Daktronics stadium cord			(\$500.00)	
	sub total			(\$10,400.10)	
	Total Encumbrances			(\$44,356.75)	
	Projected Current Balance				(\$9,637.86)

**ASB Account**

<b>Athletics</b>	<b>2010-2011</b>				
	Balance from 2009-2010				\$2,908.90
	Income				
	Tracks Sales	\$1,409.79			
	Storage Container 10'			(\$337.83)	
	Home Depot / GECF			(\$363.96)	
	Xcountry Sub Section Meet			(\$136.00)	
	Awards			(\$156.37)	
	Twin Rivers Pool Rental			(\$1,687.00)	
	Tennis Related			(\$746.62)	
	Softball Related			(\$317.26)	
	Portable Toilets			(\$85.83)	
	Voided checks			\$169.34	
	sub total			(\$3,661.53)	
	Account Balance				\$657.16

<b>Athletics</b>	<b>2011-2012</b>				
	Balance from 2010-2011				\$657.16
	Income				
	Tracks Sales	\$3,010.24			
	sub total	\$3,010.24			
	League & CIF Dues			(\$857.43)	
	Home Depot Supplies			(\$287.51)	
	John Gallagher ink cartridge			(\$28.95)	
	Voided checks				
	sub total			(\$1,173.89)	
	Account Balance				\$2,493.51
	OPEN POs				
	Home Depot			(\$1,362.28)	
	Home Depot			(\$1,000.00)	
	sub total			(\$2,362.28)	
	Total Encumbrances			(\$3,536.17)	
	Projected Current Balance				\$131.23

<b>Athletics</b>	<b>2012-2013</b>				
	Balance from 2011-2012			\$2,493.51	
	Income				
	Tracks Sales	\$1,125.59			
	Gym Floor Covering			(\$2,576.40)	
	sub total			(\$2,576.40)	

	Account Balance				\$1,042.70
	OPEN POs				
	Home Depot			(\$1,000.00)	
	sub total			(\$1,000.00)	
	Total Encumbrances			(\$3,576.40)	
	Projected Current Balance				\$42.70

**ASB Account**

<b>Sports</b>	<b>2010-2011</b>				
	<b>Balance from 2009-2010</b>				<b>\$0.30</b>
	<b>Income</b>				
	<b>Tracks Sales</b>	<b>\$3,370.00</b>			
	<b>Account Balance</b>				<b>\$3,370.30</b>

<b>Sports</b>	<b>2011-2012</b>				
	<b>Balance from 2010-2011</b>				<b>\$3,370.30</b>
	<b>Income</b>				
	<b>Tracks Sales</b>	<b>\$450.00</b>			
	<b>sub total</b>	<b>\$450.00</b>			
	<b>TRUSD pool rental</b>			<b>(\$634.50)</b>	
	<b>sub total</b>			<b>(\$634.50)</b>	
	<b>Account Balance</b>				<b>\$3,185.80</b>

<b>Sports</b>	<b>2012-2013</b>				
	<b>Balance from 2011-2012</b>				<b>\$3,185.80</b>
	<b>Income</b>				
	<b>Tracks Sales</b>	<b>\$0.00</b>			
	<b>Account Balance</b>				<b>\$3,185.80</b>

## ASB Account

Volleyball	2010-2011				
	Balance from 2009-2010				\$526.10
	Income				
	Tracks Sales	\$568.00			
	Snack Bar			(\$205.03)	
	Senior Recognition			(\$187.63)	
	sub total			(\$392.66)	
	Account Balance				\$701.44
	Open POs				
	snack bar			(\$794.97)	
	Senior Recognition			(\$62.37)	
	sub total			(\$857.34)	
	Projected Current Balance				(\$155.90)

Volleyball	2011-2012				
	Balance from 2010-2011				\$701.44
	Income				
	Tracks Sales	\$1,089.50			
	Snack Bar			(\$300.70)	
	Senior Recognition			(\$144.77)	
	t-shirts			(\$686.37)	
	sub total			(\$1,131.84)	
	Account Balance				\$659.10
	Open POs				
	snack bar			(\$1,004.92)	
	t-shirts			(\$1,100.00)	
	game balls			(\$675.00)	
	supplies			(\$500.00)	
	tournaments			(\$750.00)	
	sub total			(\$4,029.92)	
	Projected Current Balance				(\$3,370.82)

Volleyball	2012-2013				
	Balance from 2011-2012				\$659.10
	Income				
	Tracks Sales	\$3,610.06			
	Transfers				
	Gym Floor Towel	(\$70.00)			
	Snack Bar			(\$834.41)	
	Senior Recognition			(\$185.14)	
	t-shirts			(\$1,080.74)	
	tournaments			(\$1,000.00)	
	supplies			(\$688.16)	

	donation refund			(\$100.00)	
	sub total			(\$3,888.45)	
	Account Balance				\$310.71
	Open POs				
	snack bar			(\$653.83)	
	t-shirts			(\$19.26)	
	game balls			(\$76.08)	
	supplies			(\$410.76)	
	awards banquet			(\$320.61)	
	sub total			(\$1,480.54)	
	Projected Current Balance				(\$1,169.83)

**ASB Account**

<b>Boys Soccer</b>	<b>2010-2011</b>				
	Balance from 2009-2010				\$493.96
	Income				
	Tracks Sales	\$2,984.25			
	EuroSport game board, socks			(\$322.18)	
	D3 Sports clothing			(\$430.26)	
	Enjoy the City coupon books			(\$1,200.00)	
	sub total			(\$1,952.44)	
	Account Balance				\$1,525.77
	Open POs				
	Enjoy the City			(\$1,500.00)	
	D3 Sports			(\$569.74)	
	Enjoy the City			(\$1,000.00)	
	sub total			(\$3,069.74)	
	Projected Current Balance				(\$1,543.97)

<b>Boys Soccer</b>	<b>2011-2012</b>				
	Balance from 2010-2011				\$1,525.77
	Income				
	Tracks Sales	\$1,140.00			
	sub total	\$1,140.00			
	CUSD soccer nets & bibs			(\$72.72)	
	Save Around			(\$576.00)	
	EuroSport uniforms, videos			(\$1,367.85)	
	Voided checks				
	sub total			(\$2,016.57)	
	Account Balance				\$649.20
	OPEN POs				
	EuroSport			(\$482.15)	
	Smart & Final			(\$1,249.58)	
	Soccer Pro			(\$1,200.00)	
	sub total			(\$2,931.73)	
	Total Encumbrances			(\$4,948.30)	
	Projected Current Balance				(\$2,282.53)

<b>Boys Soccer</b>	<b>2012-2013</b>				
	Balance from 2011-2012				\$649.20
	Income				
	Tracks Sales	\$1,892.60			
	Smart and Final snack bar			(\$299.66)	
	Soccer Pro uniforms			(\$977.57)	



	sub total			(\$1,277.23)	
	Account Balance				\$1,264.57
	OPEN POs				
	Smart & Final			(\$1,200.34)	
	Soccer Pro			(\$222.43)	
	sub total			(\$1,422.77)	
	Total Encumbrances			(\$2,700.00)	
	Projected Current Balance				(\$158.20)

ASB Account

Cross Country	2010-2011				
	Balance from 2009-2010				\$66.96
	Income				
	Tracks Sales	\$0.00			
	sub total			\$0.00	
	Account Balance				\$66.96
	Projected Current Balance				\$66.96

Cross Country	2011-2012				
	Balance from 2010-2011				\$66.96
	Income				
	Tracks Sales	\$0.00			
	sub total			\$0.00	
	Account Balance				\$66.96
	Projected Current Balance				\$66.96

Cross Country	2012-2013				
	Balance from 2011-2012				\$66.96
	Income				
	Tracks Sales	\$0.00			
	sub total			\$0.00	
	Account Balance				\$66.96
	Projected Current Balance				\$66.96

**ASB Account**

<b>Football</b>	<b>2010-2011</b>				
	Balance from 2009-2010				<b>\$4,692.42</b>
	Income				
	Tracks Sales	<b>\$6,884.49</b>			
	Transfers				
	Mike Jordan snack bar 2010	<b>\$7,180.36</b>			
	subtotal	<b>\$7,180.36</b>			
	D3 Sports t-shirts			<b>(\$1,098.38)</b>	
	Entertainment Public fund raiser			<b>(\$528.00)</b>	
	Sport Decals helmet stickers, shirts			<b>(\$764.90)</b>	
	ITC sweatshirts			<b>(\$1,282.00)</b>	
	D. Jbeily Awards & Supplies			<b>(\$589.48)</b>	
	Univ Nevada Reno camp			<b>(\$5,940.00)</b>	
	Frank Glazier clinic			<b>(\$299.00)</b>	
	sub total			<b>(\$10,501.76)</b>	
	Account Balance				<b>\$8,255.51</b>
	Outstanding Pos				
	Frank Glazier decals, cleats, shirts			<b>(\$2,000.00)</b>	
	Frank Glazier clinic			<b>(\$299.00)</b>	
	ITC tshirt, sweatshirt pkg			<b>(\$218.00)</b>	
	D3 camp tshirts			<b>(\$901.62)</b>	
	It's Greek to Me prctc jrsys			<b>(\$1,000.00)</b>	
	CIF SJS missing form			<b>(\$100.00)</b>	
	D. Jbeily senior recognition			<b>(\$118.60)</b>	
	Entertainment Public fundraiser			<b>(\$4,472.00)</b>	
	subtotal			<b>(\$9,109.22)</b>	
	Projected Current Balance				<b>(\$853.71)</b>

<b>Football</b>	<b>2011-2012</b>				
	Balance from 2010-2011				<b>\$8,255.51</b>
	Income				
	Tracks Sales	<b>\$24,132.50</b>			
	Transfers				
	Mike Jordan football camp	<b>\$330.00</b>			
	Matt Chamberlain Ent Books	<b>\$1,100.00</b>			
	Mike Jordan 2011-12 season	<b>\$8,640.81</b>			
	subtotal	<b>\$10,070.81</b>			
	First Source Athletics uniforms			<b>(\$8,767.56)</b>	
	Entertainment Public fund raiser			<b>(\$3,011.00)</b>	
	Sport Decals helmet stickers, sweatshirts			<b>(\$4,689.84)</b>	
	D. Jbeily Team Pre-Game Dinner			<b>(\$925.93)</b>	
	PortaPhone headset repair			<b>(\$629.45)</b>	
	ITC sweatshirts			<b>(\$2,192.18)</b>	
	CJUSD transp to UNR			<b>(\$1,700.00)</b>	
	D. Jbeily Awards & Supplies			<b>(\$1,030.72)</b>	
	Univ Nevada Reno camp			<b>(\$6,270.00)</b>	

	Agile Sports Technology			(\$720.00)	
	CJUSD postage			(\$125.24)	
	sub total			(\$30,061.92)	
	Account Balance				\$12,396.90
	Outstanding Pos				
	D3 staff shirts			(\$1,000.00)	
	First Source			(\$5,232.44)	
	Entertainment Public cougar cards			(\$5,144.00)	
	XO Sports			(\$2,000.00)	
	Sams Club			(\$35.00)	
	Team Express spirit packs			(\$1,142.07)	
	First Source Athletics			(\$3,000.00)	
	D. Jbeily pregame meals			(\$1,500.00)	
	subtotal			(\$19,053.51)	
	Projected Current Balance				(\$6,656.61)

Football	2012-2013				
	Balance from 2011-2012				\$12,396.90
	Income				
	Tracks Sales	\$14,298.77			
	First Source Athletics spirit pack			(\$3,665.17)	
	Entertainment Public fund raiser			(\$1,808.00)	
	Sport Decals helmet stickers, sweatshirts			(\$4,206.82)	
	D. Jbeily Team Pre-Game Dinner x9			(\$3,533.12)	
	Football Camp Transportation			(\$682.00)	
	Team Express spirit packs			(\$1,857.93)	
	D. Jbeily field signs, flwrs for senior rec			(\$360.18)	
	Univ Nevada Reno camp extras			(\$190.00)	
	CJUSD overage on PO			(\$105.02)	
	sub total			(\$16,408.24)	
	Account Balance				\$10,287.43
	Outstanding POs				
	D. Jbeily pregame meals			(\$331.36)	
	subtotal			(\$331.36)	
	Projected Current Balance				\$9,956.07

**ASB Account**

<b>Girls Golf</b>	<b>2010-2011</b>				
	Balance from 2009-2010				\$107.28
	Income				
	Tracks Sales	\$1,200.00			
	Golden Empire Golf			(\$250.00)	
	G. Habedanck tournaments, uniforms			(\$700.56)	
	sub total			(\$950.56)	
	Account Balance				\$356.72
	Open POs				
	Empire Golf			(\$550.00)	
	G. Habedanck			(\$299.44)	
	sub total			(\$849.44)	
	Projected Current Balance				(\$492.72)

<b>Girls Golf</b>	<b>2011-2012</b>				
	Balance from 2010-2011				\$356.72
	Income				
	Tracks Sales	\$700.00			
	sub total	\$700.00			
	Athletics Unlimited			(\$242.78)	
	Golden Empire Golf			(\$250.00)	
	G. Habedanck			(\$152.00)	
	Voided checks				
	sub total			(\$644.78)	
	Account Balance				\$411.94
	OPEN POs				
	G. Habedanck			(\$348.00)	
	Golden Empire Golf			(\$250.00)	
	G. Habedanck			(\$400.50)	
	sub total			(\$998.50)	
	Total Encumbrances			(\$1,643.28)	
	Projected Current Balance				(\$586.56)

<b>Girls Golf</b>	<b>2012-2013</b>				
	Balance from 2011-2012				\$411.94
	Income				
	Tracks Sales	\$200.00			
	Golden Empire Golf			(\$250.00)	
	G. Habedanck			(\$237.00)	
	sub total			(\$487.00)	

	Account Balance				\$124.94
	OPEN POs				
	G. Habedanck			(\$163.50)	
	sub total			(\$163.50)	
	Total Encumbrances			(\$650.50)	
	Projected Current Balance				(\$38.56)

<b>ASB Account</b>					
<b>Boy's Basketball</b>	<b>2010-2011</b>				
	Balance from 2009-2010				(\$184.88)
	Income				
	Tracks Sales	\$16,566.35			
	Transfers				
	Soda Jeff Wise	\$60.00			
	Uniforms, Sweats, etc			(\$3,385.35)	
	Off-season League Play			(\$925.00)	
	Cougar Classic Tourney			(\$1,844.53)	
	Fundraising Costs			(\$2,374.00)	
	Team Dinners			(\$608.72)	
	Tournaments			(\$900.00)	
	Summer Camps			(\$5,096.10)	
	Team Awards			(\$570.61)	
	Coach Stipends			(\$1,500.00)	
	Big Game			(\$100.00)	
	sub total			(\$17,104.31)	
	Account Balance				(\$662.84)
	Outstanding Pos				
	Athletics Unlimited			(\$4,115.10)	
	Ray Gagnon expenses			(\$3,957.52)	
	Gary Habedanck snack bar			(\$70.20)	
	Hometown Buffet			(\$1,000.00)	
	Trophy Case			(\$1,674.24)	
	St. Mary's College camp			(\$2,890.00)	
	Chico State camp			(\$2,392.00)	
	subtotal			(\$16,099.06)	
	Projected Current Balance				(\$16,761.90)

<b>Boy's Basketball</b>	<b>2011-2012</b>				
	Balance from 2010-2011				(\$662.84)
	Income				
	Tracks Sales	\$24,672.26			
	Uniforms, Sweats, etc			(\$5,937.32)	
	Off-season League Play			(\$850.00)	
	Cougar Classic Tourney			(\$1,533.78)	
	Fundraising Costs			(\$3,204.00)	
	Team Dinners			(\$500.00)	
	Tournaments			(\$1,055.00)	
	Summer Camps			(\$4,798.35)	
	Team Awards			(\$1,674.14)	
	Coach Certification			(\$52.00)	
	Supplies			(\$1,961.25)	
	Snack Bar Optimist Game			(\$111.02)	
	sub total			(\$21,676.86)	
	Account Balance				\$2,332.56
	Outstanding Pos				

	Athletics Unlimited			(\$8,121.09)	
	Ray Gagnon expenses			(\$6,447.06)	
	Gary Habedanck snack bar			(\$34.22)	
	SportsDecals Inc			(\$8,810.94)	
	Trophy Case			(\$3,470.05)	
	Sports Plus			(\$498.00)	
	Lids Team Sports			(\$668.20)	
	Eastbay			(\$300.00)	
	Legends and Heroes			(\$150.00)	
	Smart and Final			(\$1,000.00)	
	Hadar Athletic			(\$1,000.00)	
	Jaypro Sports LLC			(\$1,000.00)	
	subtotal			(\$31,499.58)	
	Projected Current Balance				(\$29,167.00)

Boy's Basketball	2012-2013				
	Balance from 2011-2012				\$2,332.56
	Income				
	Tracks Sales	\$22,956.00			
	Transfers				
	Gym Floor Towels/ Cole	\$70.00			
	Uniforms, Sweats, etc			(\$5,430.00)	
	Off-season League Play			(\$625.00)	
	Cougar Classic Tourney			(\$1,837.03)	
	Fundraising Costs			(\$3,751.76)	
	Team Dinners			(\$288.91)	
	Tournaments			(\$2,050.00)	
	Summer Camps			(\$729.50)	
	Coach Certification			(\$190.00)	
	Supplies			(\$2,253.01)	
	iPad			(\$541.18)	
	sub total			(\$17,696.39)	
	Account Balance				\$7,662.17
	Outstanding Pos				
	Ray Gagnon expenses			(\$2,886.24)	
	Gary Habedanck snack bar			(\$162.77)	
	SportsDecals Inc			(\$4,280.59)	
	Trophy Case			(\$2,000.00)	
	Korney Board Aid			(\$753.30)	
	CDI Sports sweat			(\$4,000.00)	
	Hadar Athletic			(\$639.62)	
	Jaypro Sports LLC			(\$825.70)	
	subtotal			(\$15,348.22)	
	Projected Current Balance				(\$7,686.05)



## ASB Account

<b>Girl's Basketball</b>	<b>2010-2011</b>				
	Balance from 2009-2010				(\$4,838.64)
	Income				
	Tracks Sales	\$17,096.02			
	Transfers				
	Soda Jeff Wise	(\$60.00)			
	Tri-tip Dinner expenses	(\$950.65)			
	sub total	(\$1,010.65)			
	Uniforms, Sweats, etc			(\$3,507.82)	
	Off-season League Play			(\$1,790.00)	
	Claude Brock Tourney			(\$2,312.09)	
	Fundraising Costs			(\$2,717.00)	
	Snack Bar			(\$98.19)	
	Tournaments			(\$1,250.00)	
	Summer Camps			(\$2,580.00)	
	Team Awards			(\$903.31)	
	Supplies			(\$238.78)	
	sub total			(\$15,397.19)	
	Account Balance				(\$4,150.46)
	Outstanding Pos				
	Jeff Wise supplies			(\$261.22)	
	D3 Sports clothing			(\$210.36)	
	subtotal			(\$471.58)	
	Projected Current Balance				(\$4,622.04)

<b>Girl's Basketball</b>	<b>2011-2012</b>				
	Balance from 2010-2011				(\$4,150.46)
	Income				
	Tracks Sales	\$16,068.50			
	Uniforms, Sweats, etc			(\$5,142.95)	
	Off-season League Play			(\$375.00)	
	Claude Brock Tourney			(\$1,850.71)	
	Fundraising Costs			(\$1,670.00)	
	Snack Bar			(\$345.75)	
	Tournaments			(\$1,200.00)	
	Summer Camps			(\$3,600.00)	
	Team Awards			(\$1,473.10)	
	Supplies			(\$766.10)	
	sub total			(\$16,423.61)	
	Account Balance				(\$4,505.57)
	Outstanding Pos				
	Lids supplies			(\$66.39)	
	D3 Sports clothing			(\$5.76)	
	Sew Cal Monogramming			(\$509.76)	
	Petals and Paws senior recog.			(\$86.86)	
	subtotal			(\$668.77)	

	Projected Current Balance				(\$5,174.34)

Girl's Basketball	2012-2013				
	Balance from 2010-2011				(\$4,505.57)
	Income				
	Tracks Sales	\$15,554.53			
	Uniforms, Sweats, etc			(\$1,210.20)	
	Off-season League Play			\$0.00	
	Claude Brock Tourney			(\$2,261.96)	
	Fundraising Costs			(\$555.00)	
	Snack Bar			\$0.00	
	Tournaments			(\$450.00)	
	Summer Camps			(\$860.00)	
	Team Awards			\$0.00	
	Supplies			\$0.00	
	sub total			(\$5,337.16)	
	Account Balance				\$5,711.80
	Outstanding Pos				
	Smart and Final snack bar			(\$651.12)	
	Sew Cal Monogramming			(\$68.64)	
	Neil Wehner cookie dough			(\$918.00)	
	subtotal			(\$1,637.76)	
	Projected Current Balance				\$4,074.04

## ASB Account

Wrestling	2010-2011				
	Balance from 2009-2010				\$1,626.24
	Income				
	Tracks Sales	\$7,642.34			
	Tournaments			(\$1,795.00)	
	Uniforms and sweats etc.			(\$3,862.22)	
	Clinic			(\$75.00)	
	Fund Raiser			(\$1,293.00)	
	Award Banquet			(\$251.65)	
	Wrestling Assessment			(\$200.00)	
	sub total			(\$7,476.87)	
	Account Balance				\$1,791.71
	Outstanding Pos				
	Organized Sports Incorporated			(\$93.84)	
	Suplay Products			(\$480.40)	
	Apres Sportswear			(\$163.03)	
	Ben Klatt multiple			(\$187.21)	
	Juanita Leon			(\$97.44)	
	subtotal			(\$1,021.92)	
	Projected Current Balance				\$769.79

Wrestling	2011-2012				
	Balance from 2010-2011				\$1,791.71
	Income				
	Tracks Sales	\$5,190.00			
	Transfers				
	Klatt- paid hotel from wrong acc	(\$374.60)			
	Tournaments			(\$2,170.00)	
	Uniforms and sweats etc.			(\$1,174.18)	
	Hydration Testing			(\$220.00)	
	Fund Raiser			(\$1,172.00)	
	Award Banquet			(\$132.52)	
	sub total			(\$4,868.70)	
	Account Balance				\$1,738.41
	Outstanding Pos				
	D3 Sports			(\$6.22)	
	Suplay Products			(\$500.00)	
	Apres Sportswear			(\$1,200.00)	
	Ben Klatt multiple			(\$1,667.48)	
	subtotal			(\$3,373.70)	
	Projected Current Balance				(\$1,635.29)

Wrestling	2012-2013				
	Balance from 2011-2012				\$1,738.41
	Income				
	Tracks Sales	\$6,976.44			
	Tournaments			(\$1,680.00)	
	Uniforms and sweats etc.			(\$2,493.92)	
	Hydration Testing			(\$225.00)	
	Fund Raiser			(\$2,223.00)	
	sub total			(\$6,621.92)	
	Account Balance				\$2,092.93
	Outstanding Pos				
	Organized Sports Incorporated			(\$400.00)	
	Suplay Products			(\$2,594.81)	
	Apres Sportswear			(\$600.00)	
	Ben Klatt multiple			(\$2,495.00)	
	Greg Rose tournament fee			(\$100.00)	
	Nicole Vincent snack bar			(\$400.00)	
	subtotal			(\$6,589.81)	
	Projected Current Balance				(\$4,496.88)

**ASB Account**

<b>Track</b>	<b>2010-2011</b>				
	Balance from 2009-2010				<b>\$324.53</b>
	<b>Income</b>				
	Tracks Sales	<b>\$4,508.83</b>			
	<b>Transfers</b>				
	tri-tip dinner expense	<b>(\$977.87)</b>			
	Meet entry fees			<b>(\$550.00)</b>	
	Uniforms and sweats etc.			<b>(\$1,054.10)</b>	
	Fund Raiser			<b>(\$1,191.00)</b>	
	Award Banquet			<b>(\$78.02)</b>	
	Supplies			<b>(\$517.19)</b>	
	sub total			<b>(\$3,388.31)</b>	
	Account Balance				<b>\$467.18</b>
	<b>Outstanding Pos</b>				
	Everything Track			<b>(\$136.29)</b>	
	SaveMart			<b>(\$23.98)</b>	
	subtotal			<b>(\$160.27)</b>	
	Projected Current Balance				<b>\$306.91</b>

<b>Track</b>	<b>2011-2012</b>				
	Balance from 2010-2011				<b>\$467.18</b>
	<b>Income</b>				
	Tracks Sales	<b>\$3,518.05</b>			
	Meet entry fees			<b>(\$253.00)</b>	
	Uniforms and sweats etc.			<b>(\$1,355.00)</b>	
	Fund Raiser			<b>(\$1,234.50)</b>	
	Starter			<b>(\$140.00)</b>	
	sub total			<b>(\$2,982.50)</b>	
	Account Balance				<b>\$1,002.73</b>
	<b>Outstanding Pos</b>				
	SaveMart			<b>(\$30.00)</b>	
	subtotal			<b>(\$30.00)</b>	
	Projected Current Balance				<b>\$972.73</b>

<b>Track</b>	<b>2012-2013</b>				
	Balance from 2011-2012				<b>\$1,002.73</b>
	<b>Income</b>				
	Tracks Sales	<b>\$0.00</b>			
	Awards Banquet			<b>(\$32.98)</b>	
	Meet entry fees			<b>\$0.00</b>	
	Uniforms and sweats etc.			<b>\$0.00</b>	

	Fund Raiser			\$0.00	
	Starter			\$0.00	
	sub total			(\$32.98)	
	Account Balance				\$969.75
	Outstanding Pos				
	SaveMart			(\$30.00)	
	subtotal			(\$30.00)	
	Projected Current Balance				\$939.75

**ASB Account**

<b>Tennis</b>	<b>2010-2011</b>				
	Balance from 2009-2010				<b>\$2,345.34</b>
	<b>Income</b>				
	Tracks Sales	<b>\$2,994.06</b>			
	Tournaments			<b>(\$100.00)</b>	
	Uniforms and sweats etc.			<b>(\$1,938.25)</b>	
	Fund Raiser			<b>(\$984.00)</b>	
	Award Banquet			<b>(\$613.49)</b>	
	Supplies			<b>(\$40.44)</b>	
	sub total			<b>(\$3,676.18)</b>	
	Account Balance				<b>\$1,663.22</b>
	Outstanding Pos				
	Fullecido team dinner			<b>(\$100.00)</b>	
	Flower Power fundraiser			<b>(\$16.00)</b>	
	subtotal			<b>(\$116.00)</b>	
	Projected Current Balance				<b>\$1,547.22</b>

<b>Tennis</b>	<b>2011-2012</b>				
	Balance from 2010-2011				<b>\$1,663.22</b>
	<b>Income</b>				
	Tracks Sales	<b>\$792.00</b>			
	Uniforms and sweats etc.			<b>(\$935.45)</b>	
	Team Dinner			<b>(\$79.31)</b>	
	sub total			<b>(\$1,014.76)</b>	
	Account Balance				<b>\$1,440.46</b>
	Projected Current Balance				<b>\$1,440.46</b>

<b>Tennis</b>	<b>2012-2013</b>				
	Balance from 2011-2012				<b>\$1,440.46</b>
	<b>Income</b>				
	Tracks Sales	<b>\$0.00</b>			
	Tournaments			<b>\$0.00</b>	
	Uniforms and sweats etc.			<b>\$0.00</b>	
	Fund Raiser			<b>\$0.00</b>	
	Award Banquet			<b>\$0.00</b>	
	Supplies			<b>\$0.00</b>	
	sub total			<b>\$0.00</b>	
	Account Balance				<b>\$1,440.46</b>

	Projected Current Balance				\$1,440.46



**ASB Account**

<b>Swimming</b>	<b>2010-2011</b>				
	Balance from 2009-2010				<b>\$550.57</b>
	<b>Income</b>				
	Tracks Sales	<b>\$3,013.00</b>			
	Meet entry fees			<b>(\$150.00)</b>	
	Uniforms and sweats etc.			<b>(\$1,222.72)</b>	
	Fund Raiser			<b>(\$1,261.00)</b>	
	Award Banquet			<b>(\$203.25)</b>	
	sub total			<b>(\$2,836.97)</b>	
	<b>Account Balance</b>				<b>\$726.60</b>
	<b>Outstanding Pos</b>				
	Nor Cal Swim Shop			<b>(\$167.08)</b>	
	Barnard Sports			<b>(\$2,830.20)</b>	
	Neil Wehner fundraiser			<b>(\$2,039.00)</b>	
	Ken Fischer senior rec			<b>(\$87.37)</b>	
	All Awards			<b>(\$37.38)</b>	
	subtotal			<b>(\$5,161.03)</b>	
	<b>Projected Current Balance</b>				<b>(\$4,434.43)</b>

<b>Swimming</b>	<b>2011-2012</b>				
	Balance from 2010-2011				<b>\$726.60</b>
	<b>Income</b>				
	Tracks Sales	<b>\$646.25</b>			
	Meet entry fees			<b>(\$270.00)</b>	
	Uniforms and sweats etc.			<b>(\$398.29)</b>	
	sub total			<b>(\$668.29)</b>	
	<b>Account Balance</b>				<b>\$706.56</b>
	<b>Outstanding Pos</b>				
	Special Ts and Sport			<b>(\$1,103.71)</b>	
	Meet entry fees			<b>(\$200.00)</b>	
	subtotal			<b>(\$1,303.71)</b>	
	<b>Projected Current Balance</b>				<b>(\$597.15)</b>

<b>Swimming</b>	<b>2012-2013</b>				
	Balance from 2011-2012				<b>\$706.56</b>
	<b>Income</b>				
	Tracks Sales	<b>\$25.00</b>			
	Twin Rivers USD pool fee			<b>(\$76.00)</b>	
	sub total			<b>(\$76.00)</b>	

	Account Balance				\$655.56
	Outstanding Pos				
	Special Ts and Sport			(\$1,103.71)	
	Meet entry fees			(\$200.00)	
	subtotal			(\$1,303.71)	
	Projected Current Balance				(\$648.15)

## ASB Account

Baseball	2010-2011				
	Balance from 2009-2010				(\$2,358.07)
	Income				
	Tracks Sales	\$7,453.74			
	Uniforms, Sweats, etc			(\$4,439.71)	
	Off-season League Play			(\$2,270.00)	
	Raley Field			(\$880.63)	
	River Cats Tickets fundraiser			(\$5,100.00)	
	Batting Cages			(\$105.00)	
	Tournaments			(\$290.00)	
	Team Awards			(\$200.00)	
	Supplies			(\$341.92)	
	sub total			(\$13,627.26)	
	Account Balance				(\$8,531.59)
	Outstanding Pos				
	Jeff Wise supplies			(\$53.08)	
	D3 Sports clothing			(\$546.11)	
	subtotal			(\$599.19)	
	Projected Current Balance				(\$9,130.78)

Baseball	2011-2012				
	Balance from 2010-2011				(\$8,531.59)
	Income				
	Tracks Sales	\$15,203.96			
	Uniforms, Sweats, etc			(\$1,487.53)	
	Off-season League Play			(\$2,700.00)	
	Raley Field			\$0.00	
	River Cats Tickets fundraiser			(\$5,505.50)	
	Fundraiser			(\$1,437.50)	
	All League meeting			(\$73.52)	
	Bats			(\$412.00)	
	Supplies			(\$341.11)	
	umpire fee			(\$60.00)	
	sub total			(\$12,017.16)	
	Account Balance				(\$5,344.79)
	Outstanding Pos				
	Jeff Wise supplies			(\$12.83)	
	Sacramento River Cats			(\$5,600.00)	
	subtotal			(\$5,612.83)	
	Projected Current Balance				(\$10,957.62)

Baseball	2012-2013				
	Balance from 2011-2012				(\$5,344.79)

	Income				
	Tracks Sales	\$1,955.49			
	Fall Tournament fee			(\$500.00)	
	sub total			(\$500.00)	
	Account Balance				(\$3,889.30)
	Outstanding Pos				
	Jeff Wise supplies			(\$12.83)	
	Sacramento River Cats			(\$5,600.00)	
	subtotal			(\$5,612.83)	
	Projected Current Balance				(\$9,502.13)

**ASB Account**

<b>Softball</b>	<b>2010-2011</b>				
	Balance from 2009-2010				-\$102.95
	Income				
	Tracks Sales	\$6,875.00			
	Uniforms, Sweats, etc			-\$1,162.69	
	Tournaments			-\$700.00	
	Fencing and field supplies			-\$1,928.70	
	Banner			-\$80.00	
	Lindsey Klein Clinic			-\$455.00	
	TriTip Dinner Fundraiser			-\$3,284.02	
	sub total			-\$7,610.41	
	Transfers				
	TriTip dinner from Track	\$977.87			
	TriTip dinner from Baseball	\$950.65			
	subtotal	\$1,928.52			
	Account Balance				\$1,090.16
	Outstanding Pos				
	Chris Sutter supplies			-\$2,020.00	
	Tees Unlimited			-\$399.67	
	Smart and Final			-\$1,924.66	
	subtotal			-\$4,344.33	
	Projected Current Balance				-\$3,254.17

<b>Softball</b>	<b>2011-2012</b>				
	Balance from 2010-2011				\$1,090.16
	Income				
	Tracks Sales	\$7,464.00			
	Uniforms, Sweats, etc			-\$1,806.43	
	Coach Stipends			-\$1,700.00	
	equipment and supplies			-\$1,000.91	
	awards			-\$171.51	
	banquet			-\$600.00	
	TriTip Dinner Fundraiser			-\$2,338.01	
	sub total			-\$7,616.86	
	Account Balance				\$937.30
	Outstanding Pos				
	Chris Sutter supplies			-\$818.01	
	Tees Unlimited			-\$193.57	
	Team Express equipment			-\$1,000.00	
	D3 Sports apparel			-\$2,500.00	
	Derek Evans equipment			-\$1,500.00	
	Smart and Final			-\$4,199.51	

	subtotal			-\$10,211.09	
	Projected Current Balance				-\$9,273.79

Softball	2012-2013				
	Balance from 2011-2012				\$937.30
	Income				
	Tracks Sales	\$150.00			
	Uniforms, Sweats, etc			\$0.00	
	Coach Stipends			\$0.00	
	equipment and supplies			\$0.00	
	awards			\$0.00	
	banquet			\$0.00	
	TriTip Dinner Fundraiser			\$0.00	
	sub total			\$0.00	
	Account Balance				\$1,087.30
	Outstanding Pos				
	Chris Sutter supplies			-\$818.01	
	Tees Unlimited			-\$193.57	
	Team Express equipment			-\$1,000.00	
	D3 Sports apparel			-\$2,500.00	
	Derek Evans equipment			-\$1,500.00	
	Smart and Final			-\$4,199.51	
	subtotal			-\$10,211.09	
	Projected Current Balance				-\$9,123.79

## ASB Account

Boys Golf	2010-2011				
	Balance from 2009-2010				\$678.17
	Income				
	Tracks Sales	\$1,200.00			
	Golden Empire Golf			(\$500.00)	
	G. Habedanck tournaments, uniforms			(\$641.46)	
	sub total			(\$1,141.46)	
	Account Balance				\$736.71
	Open POs				
	G. Habendanck			(\$58.54)	
	sub total			(\$58.54)	
	Projected Current Balance				\$678.17

Boys Golf	2011-2012				
	Balance from 2010-2011				\$736.71
	Income				
	Tracks Sales	\$1,150.00			
	Golden Empire Golf			(\$500.00)	
	G. Habedanck tournaments, uniforms			(\$281.00)	
	sub total			(\$781.00)	
	Account Balance				\$1,105.71
	Open POs				
	Athletics Unlimited			(\$200.00)	
	G. Habendanck			(\$19.00)	
	sub total			(\$219.00)	
	Projected Current Balance				\$886.71

Boys Golf	2012-2013				
	Balance from 2011-2012				\$1,105.71
	Income				
	Tracks Sales	\$125.00			
	Golden Empire Golf			\$0.00	
	G. Habedanck tournaments, uniforms			\$0.00	
	sub total			\$0.00	
	Account Balance				\$1,230.71
	Open POs				
	Athletics Unlimited			(\$200.00)	
	G. Habendanck			(\$19.00)	
	sub total			(\$219.00)	
	Projected Current Balance				\$1,011.71

## ASB Account

Girls Soccer	2010-2011				
	Balance from 2009-2010				\$939.33
	Income				
	Tracks Sales	\$4,115.40			
	Soccer Pro socks			(\$277.31)	
	Shelley Pacheco snack bar			(\$733.31)	
	tshirts			(\$169.95)	
	Shelley Pacheco banquet			(\$348.29)	
	sub total			(\$1,528.86)	
	Account Balance				\$3,525.87
	Open POs				
	Off the Wall Soccer			(\$870.52)	
	Shelley Pacheco			(\$459.55)	
	Sam's Club			(\$323.90)	
	Smart and Final			(\$500.00)	
	CJUSD custodial			(\$134.63)	
	sub total			(\$2,288.60)	
	Projected Current Balance				\$1,237.27

Girls Soccer	2011-2012				
	Balance from 2010-2011				\$3,525.87
	Income				
	Tracks Sales	\$1,120.01			
	CJUSD custodial			(\$15.37)	
	Shelley Pacheco snack bar			(\$644.24)	
	Soccer Pro			(\$605.56)	
	Shelley Pacheco banquet			(\$79.34)	
	sub total			(\$1,344.51)	
	Account Balance				\$3,301.37
	Open POs				
	Soccer Pro			(\$387.90)	
	Shelley Pacheco			(\$620.66)	
	Sam's Club			(\$480.83)	
	Smart and Final			(\$444.01)	
	SaveMart			(\$500.00)	
	Norm Chavez			(\$700.00)	
	CJUSD custodial			(\$200.00)	
	sub total			(\$3,333.40)	
	Projected Current Balance				(\$32.03)

Girls Soccer	2012-2013				
	Balance from 2011-2012				\$3,301.37
	Income				
	Tracks Sales	\$0.00			
	Soccer Pro			(\$329.72)	
	sub total			(\$329.72)	



	Account Balance				\$2,971.65
	Open POs				
	Soccer Pro			(\$387.90)	
	Shelley Pacheco			(\$620.66)	
	Sam's Club			(\$480.83)	
	Smart and Final			(\$444.01)	
	SaveMart			(\$500.00)	
	Norm Chavez			(\$700.00)	
	CJUSD custodial			(\$200.00)	
	sub total			(\$3,333.40)	
	Projected Current Balance				(\$361.75)

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Superintendent's Office</b>	<b>Action Item</b> <u>    X    </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> <u>          </u>
<b>Date:</b>	<b>February 20, 2013</b>	<b>#Attached Pages</b> <u>          </u>
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	
<b>Principal's Initials:</b>	<u>                    </u>	

**SUBJECT: Adoption of Minutes**

**The minutes from the following meeting are being presented:**

**January 16, 2013 Regular Meeting**

**RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.**

# CONSENT AGENDA

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

District Board Room, Room 503  
Wilson C. Riles Middle School  
4747 PFE Road, Roseville, CA 95747

Wednesday, January 16, 2013

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Anderson called the meeting to order at 5:30 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services  
David Grimes, Director of Personnel/Student Services

#### ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, David Grimes, Re: CSEA & CUTA (G.C. §54957.6)

#### PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

**CLOSED SESSION - 5:30 p.m.**

**OPEN SESSION - CALL TO ORDER - 6:00 p.m.**

**FLAG SALUTE** - led by Craig Deason

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken. The following items had action taken during Open Session:

1. Student Expulsions/Readmissions (G.C. §54962)  
**Student Readmission #10/11.21** - Approved as amended.

**Motion:** Anderson  
**Second:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as presented.

**Motion:** Hunt  
**Second:** Anderson

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None

### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Aleah Woods
  - hoped everyone had a good break & happy holidays.
  - Canned Food Drive raised over 14,000 cans and food sources.
  - Dear Santa & Operation Santa were both successful.
  - Winter Homecoming is coming up; the theme is "Decades".
  - blood drive is this Friday.
2. McClellan High School - Ronnie Barnes
  - students & staff are welcoming Karla Gergi, the new part-time counselor.
  - January 28<sup>th</sup> McClellan will be holding its trimester 2A Honor Roll celebration.
  - McClellan students were very successful on the November CAHSEE test.
  - 14 students have graduated from McClellan so far this year.
  - 90 students are currently enrolled; 6 enrolled in Independent Study.
  - the basketball team lost last Friday at Chana High School; this week they will be playing Adalante High School at Futures High School.
3. Antelope View Charter School - Kayla Williams was not available to report.
4. Global Youth Charter School - Niko Morris
  - tutoring will begin again on Tuesday.
  - the WASC pre-visit will be next Tuesday.
  - the cultural potluck and Bull Dog Brawl has been moved to sometime in January.

### **ORGANIZATION REPORTS**

1. CSEA – Cyndy Mitchell, President, welcomed the Board. She announced that Laura Kraft was elected Vice President at the chapter. The union will meet at the next chapter meeting and will vote to ratify the job description on tonight's agenda. She noted that there is a level 3 grievance regarding a custodian having added duties to his work assignment. When unable to finish them he was reprimanded. The negotiating team was invited to attend a meeting regarding Noon-Duty Aides becoming part of the collective bargaining unit. CSEA thanked the district for their open door policy and it feels comfortable in its dealing with David and Craig, especially during negotiations.
2. CUTA - Heather Woods, President, welcomed everyone back. She noted that it is early on, but asks that when we allocate money back, that we all work together. She noted that Rilesis having a Community Open House to get the 4<sup>th</sup>-6<sup>th</sup> grade parents to the campus to get used to the site. Tomorrow Oak Hill is having a Reading Night. The Reps wanted to express how much they enjoy the board members coming onto campus and showing interest in the schools, meeting the students and getting a feel for the schools.

### **REPORTS/PRESENTATIONS**

1. Williams Uniform Complaint Quarterly Reporting - David Grimes, Director of Personnel & Student Services, noted that there was nothing to report.

**REPORTS/PRESENTATIONS (continued)**

**2. GATE Program** - Kim Baioni, GATE Coordinator, gave an overview of what GATE is and what we offer for our students in the district. She noted that they are looking to possibly expanding the academy program that is at Dudley to also Oak Hill and North Country. Trustee Wilson asked if there is some way to offer some type of GATE math or GATE science. Mrs. Baioni noted that they do offer something for math; they are still looking for something to add to the academy in the way of science. Mr. Loehr noted that we are always looking to expand the program. Trustee Anderson asked how impacted the program is. Mrs. Baioni noted that there are about 7-8% (30-32 students per grade level) in the GATE program. She noted that there were 7 or 8 students that did not qualify, but everyone who qualifies does have a spot.

**3. Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, introduced Kathleen Beck. Ms. Beck announced that no bonds were sold and no expenditures were incurred so there was nothing to report to the Board.

**4. Budget Report Resulting from The Governor's January Proposal for 2013/14** - Jeanne Bess, Director of Fiscal Services, noted that if the budget that has been proposed is the worse case scenario, then she is relieved. We are deferred roughly seven million dollars. The governor is proposing that they start buying that down. This will also affect our cash flow. She feels more confident that this will not be as hard an issue next year. She told the board that they will be hearing a lot about the funding mechanism through which we get funding from the state. The state is looking at an LCFF (local control funding formula). There is some debate over which formula to use for funding. Whichever formula is in the works, we should be held harmless next year (according to the governor) which is where we get the flat funding efforts. We should be getting the same money next year that we are getting this year per student; no drastic changes.

**COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA -**

Alyson Collier, Healthy Start/Adult Ed Director, noted that she had asked the students in the Adult ESL class "How does your learning English help your child's education?", "How does learning English make a difference in your family life?", and "What do you like best about this class?" Alyson read to the Board some of the responses she received.

Ethan Rivera, student at CHS, asked if the class sizes will be reduced in the future. Mr. Loehr noted that it is a priority of the Board. Trustee Hunt noted that the class size averages in September were 32.5. Trustee Wilson said that we would like to bring class sizes down, but K-3 would be more likely to see reductions first.

**BOARD/SUPERINTENDENT REPORTS**

**Mrs. Pope**

- welcomed everyone back.
- noted that tomorrow is the Riles Honor Roll Breakfast.

**Mrs. Anderson**

- noted that she will also be attending the Honor Roll breakfast tomorrow.
- welcomed everyone back.
- noted that the Geography Bee was run very well; the kids participating did an excellent job.

**Mr. Hunt**

- attended the Oak Hill Kindergarten Winter program.
- had the opportunity to visit the school sites last week.

**BOARD/SUPERINTENDENT REPORTS (continued)**

**Mrs. Kelley**

- was thrilled to hear the report on the budget.

**Mr. Loehr**

- was feeling positive about the budget information we have received.
- enjoyed the site tours with Mr. Hunt.
- Mr. Loehr, Mr. Wilson & Mrs. Anderson were judges at the Dudley Geography Bee.
- Oak Hill has a 5<sup>th</sup> grade student advancing to the Central Valley Spelling Bee.
- Common Core is coming and we are working hard with that. That will be implemented next year.
- looking forward to the Riles Honor Roll breakfast tomorrow; remarkable to see how many students make it.
- noted that February 27<sup>th</sup> will be the Community Open House at Riles Middle School.

**Mr. Wilson**

- noted that it was a great Geography Bee. Thanked Dudley for inviting them.

**CONSENT AGENDA**

1. Approved Adoption of Minutes from December 12, 2012 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved 2012/2013 Individual Service Agreements:
  - 2012/13-104-139 American River Speech
  - 2012/13-141 Easter Seals
4. Approved 2012/13 Program Improvement - Supplemental Education Services (SES Providers) - Master Contracts:
  - Ace Tutoring Services
  - Action Learning Systems
  - Club Z! In Home Tutoring
  - Community College Foundation
  - Healthy Families
  - A Tree of Knowledge
5. Approved 2012/13 CA Common Core State Standards Professional Development Proposal
6. Approved 2012-13 Single Plan for Student Achievement - Riles
7. Approved 2012-13 Single Plan for Student Achievement - Oak Hill
8. Approved Professional Service Agreement: Lisa Vorce, R.D.
9. Approved Bond Oversight Committee Bylaws
10. Approved Bond Oversight Committee Membership
11. Approved Selection of Independent Auditor for Fiscal Years Ending, 2013, 2014, and 2015
12. Approved Resolution #5/2012-13: Tax & Revenue Anticipation Notes (TRANS) Request for Issuance for Fiscal Year 2012/13
13. Approved Payroll Orders: July 2012 - December 2012
14. Approved Supplemental Agenda (Vendor Warrants)

**Motion:** Anderson

**Vote:** General Consent

**Second:** Pope

Mr. Loehr noted that on Consent Agenda Item #12, because of Jeanne's hard work and efforts of joining a consortium with Sacramento County, we were able to save about \$7,500 off of the loan.

Mr. Wilson then moved to the Consent Agenda Item on the Special Agenda.

**INFORMATION ITEMS**

1. Training: "School Facilities Leadership Academy" - C. Deason (O&F)

**BUSINESS ITEMS**

**A. APPROVED – Appointment of Center Endowment for Educational Excellence Officer**

There was a motion to propose Trustee Pope as the Endowment as an officer.

**Motion:** Hunt

**Ayes:** General Consent

**Second:** Anderson

**ADVANCE PLANNING**

**a. Future Meeting Dates:**

- i. Regular Meeting: Wednesday, February 20, 2013 at 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747**

**b. Suggested Agenda Items:**

**ADJOURNMENT – 6:57 p.m.**

**Motion:** Kelley

**Vote:** General Consent

**Second:** Hunt

Respectfully submitted,

---

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

---

Jeremy Hunt, Clerk  
Board of Trustees

---

Adoption Date

*Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>    X    </u>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>                    </u>
<b>Date:</b> February 20, 2013	<b>#Attached Pages</b> <u>    1    </u>
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal's Initials:</b> <u>                    </u>	

**SUBJECT: Adoption of Minutes**

**The minutes from the following meeting are being presented:**

## January 16, 2013 Special Meeting

**RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.**

# CONSENT AGENDA



# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES SPECIAL MEETING

District Board Room, Room 503  
Wilson C. Riles Middle School,  
4747 PFE Road, Roseville, CA 95747

Wednesday, January 16, 2013

### MINUTES

*\*This Special Meeting of the Board was conducted  
concurrent with the Board's Regular Meeting*

**CALL TO ORDER** - Trustee Wilson called the meeting to order at 6:00 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley, Mrs. Pope,  
Mr. Wilson

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services  
David Grimes, Director of Personnel/Student Services

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as presented.

**Motion:** Hunt                      **Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Second:** Anderson              **Noes:** None

### CONSENT AGENDA

1. Approved Bus Driver/Delegated Behind the Wheel Trainer Job Description

**Motion:** Kelley                      **Vote:** General Consent  
**Second:** Pope

**ADJOURNMENT OF SPECIAL MEETING** – 6:57 p.m.

**Motion:** Kelley                      **Vote:** General Consent  
**Second:** Hunt

Respectfully submitted,

---

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


---

Jeremy Hunt, Clerk  
Board of Trustees

---

Adoption Date

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Personnel Department</b>	
<b>Date:</b>	<b>February 20, 2013</b>	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> <u>      </u>
<b>From:</b>	<b>David Grimes,</b>  Director of Personnel/Student Services	<b># Attached Pages</b> <u>  1  </u>

---

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**NEW HIRE:**             **Nikki Hibbert, Bus Driver**  
                             **Tracy Edging, Office Assistant**

**RESIGNATION:**     **Amanda Simons, Instructional Specialist/PH**  
                             **Nicole Weathersby, Instructional Specialist/PH**

**RECOMMENDATION:** **Approve Classified Personnel Transactions as Submitted**

Nikki Hibbert has been hired as a Bus Driver effective January 23, 2013.

Tracy Edging has been hired as an Office Assistant at North Country Elementary School effective February 7, 2013.

Amanda Simons has resigned from her position as an Instructional Specialist/PH at Center High School effective January 25, 2013.

Nicole Weathersby will resign from her position as an Instructional Specialist/PH at Spinelli Elementary School effective February 22, 2013.

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Action Item** X

**Date:** February 20, 2013

**Information Item**

**To:** Board of Trustees

**# Attached Pages** 1

**From:** David Grimes, Director of Personnel and Student Services 

**Subject: Certificated Personnel Transactions**

**New Hires**

Carla Guerguy, McClellan High School  
Alicia Guistino, Dudley Elementary School  
Alexx Lommori, Wilson Riles Middle School

**Recommendation: Approve Certificated Personnel Transactions as Submitted**

**CONSENT AGENDA**

### **New Hires**

Carla Guerguy has been hired as a part time Counselor, McClellan High School, effective January 15, 2013.

Alicia Guistino has been hired as a temporary Special Education Teacher, Dudley Elementary School, effective January 17, 2013.

Alexx Lommori has been hired as a temporary Special Education Teacher, Wilson Riles Middle School, effective January 16, 2013.

AGENDA ITEM # XV-5

*Santer Unified School District*

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	February 20, 2013	Action Item <u>  X  </u>
To:	Board of Trustees	Information Item <u>      </u>
From:	David Grimes <i>DL</i> Director of Personnel/Student Services	# Attached Pages <u>  3  </u>

CONSENT AGENDA

SUBJECT: JOB DESCRIPTION  
Behavior Specialist  
Classified Salary Schedule Range "Y"

The attached job description has been written to meet current district requirements. The job description has been successfully negotiated and is a Tentative Agreement between CSEA/CJUSD.

RECOMMENDATION: Approve job description for Behavior Specialist.

AGENDA ITEM # XV-5

**Job Title:** Behavior Specialist

1-23-13  
Cindy Mitchell  
David Hurin

**Description of Basic Responsibilities:**

To provide support, consultation, in-service, and advisory services to teachers, parents, administrators and other personnel regarding the implementation of positive behavior interventions and special education programming for students with behavioral and/or mental health needs (including, but not limited to autism and emotional disturbance).

**SUPERVISOR:** Superintendent or Designee

**TYPICAL DUTIES:**

1. Assist in developing, coordinating, implementing and monitoring individual behavior management plans for students with behavioral and/or mental health needs.
2. Ability to provide assistance and support to staff in maintaining effective management of student behavior.
3. Provide crisis management.
4. Participate as a member of the IEP team as appropriate.
5. Conduct observations and complete behavior management reports.
6. Develop and implement professional development in areas related to behavioral and mental health including, but not limited to: educationally related mental health services; functional analysis assessment and data collection, positive behavior intervention and support plans, and evidence-based practices.
7. Attend meetings, in-services, school activities and meetings scheduled and/or requested.
8. Assist in the implementation of state and federal laws to maintain district compliance.
9. Maintain knowledge of current laws and regulations pertaining to individuals with exceptional needs.
10. Conduct Functional Analysis Assessments (FAA) and collect behavior data as part of a multi-disciplinary team.
11. Promote awareness, communication, and public relations between parents, community partner agencies regarding behavior and mental health services.
12. Ability to work collaboratively with staff, students and parents.

**EMPLOYMENT STANDARDS:**

**Knowledge of:**

- Appropriate behavioral intervention strategies
- child development and learning theory
- laws, rules and regulations of acceptable behavioral intervention
- interpersonal skills needed to manage crisis situations
- records management systems
- standard software applications.

PP

**Ability to:**

- Learn the operations, procedures, policies, and requirements of assigned program;
- Operate standard office machines and equipments
- Learn and use assigned computer software at a level of proficiency sufficient to successfully perform assigned duties;
- Understand and follow both oral and written instructions;
- Perform routine mathematical calculations;
- Establish and maintain routine records and complete routine reports;
- Communicate effectively and tactfully in both oral and written forms;
- Meet and maintain the physical requirements necessary to perform assigned job functions in a safe and effective manner;
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

**EDUCATION, EXPERIENCE AND REQUIREMENTS:**

- BA preferred
- Will consider any combination of education, training and experience equivalent to the possession of a bachelor's degree with emphasis in psychology, social work or child development: previous experience in special education and working with students who are emotionally disturbed or autistic.
- Valid California Driver's License
- TB test clearance
- Criminal Justice Fingerprint processing

**PHYSICAL CHARACTERISTICS:**

- Sufficient vision to read printed materials
- Sufficient hearing to conduct in person and telephone conversations.
- Sufficient mobility to move about the school sites.
- Sufficient dexterity to write, use telephone, office and standard equipment.
- Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.
- Sufficient ability to maintain a professional demeanor during and intervention with an assaultive or otherwise acting out student.

*L.B.*



**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**CLASSIFIED HOURLY WAGE SCHEDULE**

**APPENDIX B**

**2012-2013 (4 furlough days)**

<b>Range / Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
A	\$10.37	\$10.89	\$11.43	\$12.00	\$12.60	\$13.23
B	\$10.63	\$11.16	\$11.72	\$12.31	\$12.93	\$13.58
C	\$10.90	\$11.45	\$12.02	\$12.62	\$13.25	\$13.91
C1	\$11.04	\$11.59	\$12.17	\$12.78	\$13.42	\$14.09
D	\$11.17	\$11.73	\$12.32	\$12.94	\$13.59	\$14.27
E	\$11.45	\$12.02	\$12.62	\$13.25	\$13.91	\$14.61
F	\$11.74	\$12.33	\$12.95	\$13.60	\$14.28	\$14.99
G	\$12.03	\$12.63	\$13.26	\$13.92	\$14.62	\$15.35
H	\$12.33	\$12.95	\$13.60	\$14.28	\$14.99	\$15.74
I	\$12.64	\$13.27	\$13.93	\$14.63	\$15.36	\$16.13
J	\$12.96	\$13.61	\$14.29	\$15.00	\$15.75	\$16.54
K	\$13.28	\$13.94	\$14.64	\$15.37	\$16.14	\$16.95
L	\$13.61	\$14.29	\$15.00	\$15.75	\$16.54	\$17.37
M	\$13.95	\$14.65	\$15.38	\$16.15	\$16.96	\$17.81
N	\$14.30	\$15.02	\$15.77	\$16.56	\$17.39	\$18.26
O	\$14.66	\$15.39	\$16.16	\$16.97	\$17.82	\$18.71
P	\$15.03	\$15.78	\$16.57	\$17.40	\$18.27	\$19.18
Q	\$15.41	\$16.18	\$16.99	\$17.84	\$18.73	\$19.67
R	\$15.80	\$16.59	\$17.42	\$18.29	\$19.20	\$20.16
S	\$16.20	\$17.01	\$17.86	\$18.75	\$19.69	\$20.67
T	\$16.61	\$17.44	\$18.31	\$19.23	\$20.19	\$21.20
U	\$17.03	\$17.88	\$18.77	\$19.71	\$20.70	\$21.74
V	\$17.46	\$18.33	\$19.25	\$20.21	\$21.22	\$22.28
W	\$17.90	\$18.80	\$19.74	\$20.73	\$21.77	\$22.86
X	\$18.35	\$19.27	\$20.23	\$21.24	\$22.30	\$23.42
Y	\$27.67	\$29.05	\$30.50	\$32.03	\$33.63	\$35.31
Z	\$29.90					

**Longevity:** To be paid once on anniversary date of hire

After 8 years of District service	\$250
After 10 years of District service	\$500
After 13 years of District service	\$750
After 15 years of District service	\$1000

**Vacation**

1 to 3 years	12 days
4 to 8 years	15 days
9 to 12 years	18 days
13 to 19 years	20 days
20 Years +	22 days

AGENDA ITEM # XV-6

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** February 8, 2013

**To:** Board of Trustees

**From:** David Grimes, Director of Personnel

**Action Item**   x  

**Information Item**  
**# Attached Pages**

*John*

**SUBJECT: CLASSIFIED BARGAINING AGREEMENT**

The Governing Board is requested to approve the 2012-2015  
Classified Bargaining Agreement (CSEA).

**RECOMMENDATION:** Approve Classified Bargaining Agreement

AGENDA ITEM # XV-6

CONSENT AGENDA

**2012 - 2015 AGREEMENT**

**BETWEEN**

**CSEA CHAPTER #610**

**AND**

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**July 1, 2012 – June 30, 2015**

---

**CSEA #610 PRESIDENT  
CYNDY MITCHELL**

---

**BOARD PRESIDENT  
DONALD WILSON**

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## **ARTICLE I**

### **PREAMBLE**

This Agreement is between Center Joint Unified School District, hereinafter, referred to as "District" and the California School Employees Association and its Center Joint Unified District Classified Employees Chapter #610, hereinafter referred to as "CSEA."

## **ARTICLE II**

### **RECOGNITION**

The District recognizes that CSEA and its Center Joint Unified Classified Chapter #610 is the Exclusive Representative for classified employees of the District, including positions listed in Appendix A and excluding management, supervisory, confidential, short-term, temporary and substitute employees.

### **ARTICLE III**

#### **DUES DEDUCTIONS/REPRESENTATION FEE**

- A.
  - 1. CSEA has the sole and exclusive right to have dues and service fees deducted by the District for classified employees.
  - 2. In accordance with the CSEA Dues Schedule, the District shall deduct membership dues from the wages of CSEA members, as voluntarily authorized in writing by the employee on the CSEA form.
  - 3.
    - a. Such authorization shall remain in effect until expressly revoked in writing by the employee.
    - b. Employees subject to these provisions who revoke their written authorization to have membership dues deducted shall automatically pay a service fee as provided for in this Article.
    - c. The District shall notify the CSEA chapter president if any employee revokes a dues authorization.
  - 4. CSEA agrees to furnish any information needed by Business Services to fulfill the provisions of this Article.
  - 5. The District shall not be obligated to implement any revised payroll deductions until the first of the month following no less than thirty (30) calendar days after CSEA submits their form to the District initiating such revised deduction.
- B.
  - 1. It is the mutual intention of the parties that this Article protects the rights of employees without restricting CSEA's right to require every employee, except those exempt from these provisions in Section 3. below, to pay a fair share of the cost of collective bargaining.
  - 2. Except as expressly exempted, all employees who do not maintain CSEA membership are required to pay service fees to CSEA, in amounts that do not exceed CSEA dues.
  - 3. The District shall deduct CSEA service fees for each employee who is not a CSEA member and who is obligated to pay such fees, unless CSEA notifies the District that the employee is paying such fees directly to CSEA. A payroll deduction authorization form shall not be required for such deductions.
  - 4. No employee shall be obligated to pay dues or service fees to CSEA until the first of the month following at least thirty (30) calendar days from the employee's hire date.

5. In the event that an employee does not voluntarily become a CSEA member within thirty (30) calendar days after the employee's initial hire date, the District shall automatically initiate payroll deduction of service fees on the following first of the month, in amounts that do not exceed the periodic dues of CSEA.
  6. Employees whose hire date is earlier than July 1, 1997 and who are not members as of July 1, 1997, or who do not voluntarily become members after July 1, 1997, are exempt from this Article.
- C.
1. Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or paying service fees to employee organizations shall not be required to join, maintain membership in, or pay service fees to CSEA.
  2. However, such employee shall be required, in lieu of a service fee, to pay sums equal to such service fee to one (1) of the following nonreligious, nonlabor organization, charitable funds exempt from taxation under Section 501 (c)(3) of Title 26 of the Internal Revenue Code.
    - Mustard Seed School
    - United Way
    - American Cancer Society
  3. Proof of payment and a written statement of objection along with verifiable evidence of his/her membership in such religious body shall be made on an annual basis to CSEA as a condition of continued exemption from joining or financially supporting CSEA.
  4.
    - a. Any employee claiming this religious exemption must file a written request for exemption with CSEA.
    - b. If the request is granted, the employee shall, as a condition of continued exemption from the requirement of paying CSEA service fees, furnish CSEA with copies of receipts from the charity selected, as proof that such payments have been made, or CSEA shall authorize the District to initiate automatic payroll deduction of such payments.
  5. Any employee who pays a charitable contribution and who request arbitration, shall pay the reasonable cost of arbitration.
- D. Along with each monthly payment to CSEA, the District shall, without charge, furnish CSEA with an alphabetical list of all employees identifying them by name, social security number and indicating the amount deducted, if any, and whether such deduction is for dues, service fees, or charitable contributions.



- E.
  - 1. CSEA shall provide to the District packets of information regarding membership in CSEA, their options to becoming a CSEA member or a service fee payer and initiation of service fee deductions.
  - 2. The District shall provide such packets to each newly hired employee.
  - 3. Service fee payers shall be given annual notice identifying CSEA's service fee calculations, Union expenditures for collective bargaining, contract administration activities and advance rebate procedures.
- F.
  - 1. CSEA agrees to reimburse the District for reasonable attorney's fees and legal costs incurred after notice to CSEA of the District defending against any court or administrative action challenging the legality or implementation of this Article.
  - 2. CSEA agrees to reimburse the District for any award or compromise of damages or liability arising out of any court or administrative action challenging the legality or implementation of this Article, provided the District has complied with the terms of this Article and has notified CSEA of its awareness of such an action.
  - 3. CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried and appealed.

## **ARTICLE IV**

### **CSEA RIGHTS**

- A. CSEA may use school buildings for meetings subject to the availability of the facility. Prior approval from the site supervisor is required.
- B.
  - 1. At least one (1) bulletin board per work site will be provided in spaces where employees normally congregate. The bulletin board will be of sufficient size to post CSEA's written communications.
  - 2. The CSEA site representative shall be responsible for the posting and contents of all such communications.
- C. CSEA may use the District mail service and employee mailboxes for official communications, provided that the CSEA name is clearly shown. CSEA shall not use District mail service for the purpose of urging the support or defeat of any ballot measure or candidate, including but not limited to, any candidate for election to the governing board of the District.
- D. Upon written request from the CSEA President or LRR to the Director of Personnel, the District will provide or make available lawfully required public information necessary for CSEA to perform its role as exclusive representative.
- E. CSEA may use equipment, materials and supplies provided that in doing so it does not interfere with the normal student instruction or work production of the District. CSEA shall pay for the cost of materials and supplies incident to each use. CSEA agrees to leave equipment used in a clean and orderly condition. CSEA shall not use District equipment, materials or supplies for the purpose of urging the support or defeat of any ballot measure or candidate, including but not limited to, any candidate for election to the governing board of the District.
- F. A reasonable number of CSEA representatives shall have the right to receive reasonable periods of release time when meeting and negotiating and for the processing of grievances. Meeting and negotiating includes only time spent at the negotiating table, caucusing incident to the negotiation process, mediation and fact-finding. Meeting and negotiating does not include the time necessary to prepare for negotiations.
- G. Any CSEA correspondence addressed to the District and related to the negotiation process or grievance procedure shall be directed to the Director of Personnel.
- H. The District shall provide the CSEA President/Designee and LRR a copy of the agenda for Board meetings with back up material and a copy of Board meeting minutes. The CSEA President shall provide the name of designee.
- I.
  - 1. The Personnel Department shall provide the CSEA President a copy of the seniority lists(s) for up to two (2) classifications within five (5) business days of receipt of written request.

2. The Personnel Department shall provide the CSEA President a copy of the seniority list(s) for three (3) or more classifications with fifteen (15) business days of receipt of written request.
- J. The Personnel Department shall provide the CSEA President or LRR a listing of bargaining unit employees that include their name, employee number, work site, daily work hours, monthly gross salary and home mailing address within fifteen (15) business days of receipt of written request.
- K. The CSEA President shall provide the Director of Personnel and the CSEA's LRR a written list of the names, mailing addresses and telephone numbers of the officers and authorized representatives of CSEA #610 on/about January 31st of each year.
- L.
  1. Representatives of CSEA shall have the right of access at reasonable times to areas in which employees work. Reasonable times are defined as:
    - (a) Before the workday begins.
    - (b) During the duty-free lunch period.
    - (c) At the end of the workday.
    - (d) During off-duty times.
    - (e) Group orientations for bargaining unit employees.
    - (f) Other times mutually agreed to by the site supervisor.
  2. CSEA Representatives shall not interfere with or interrupt employees during the normal school day, at times when employees are performing their duties. CSEA Representatives may meet with employees during work hours when investigating or processing grievances, or disciplinary cases when an appeal has been filed and where the employee is not the grievant or subject of the disciplinary action.
  3. CSEA Representatives shall provide reasonable advance notice to the employee's work site supervisor or Director of Personnel prior to meeting with any employee while on duty in order to identify a mutually convenient date and time. Notification shall also include the approximate length of time of the meeting.
- M. The District shall post the Agreement on its website for unit members to access. The District shall provide a copy of the current Agreement to each unit member at the time of initial employment and thereafter upon request.
- N.
  1. The CSEA President/designee shall be entitled to five (5) days leave per year for the purpose of conducting CSEA business, provided that CSEA reimburses the District for all compensation paid the CSEA President/designee on account of the leave.
  2. CSEA President/designee leave days shall require at least forty-eight (48) hours advance notice when practical and mutual agreement between the CSEA President/designee and Director of Personnel of the specific days to be used.
  3. By mutual agreement of the CSEA President and the Director of Personnel, two (2) additional days may be authorized.

**ARTICLE V**  
**DISTRICT RIGHTS**

- A.
  - 1. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law.
  - 2. Included in, but not limited to those duties and powers, are the exclusive rights to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of the District operations; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine methods of raising revenue and contract out work to the extent permitted by law.
- B.
  - 1. In addition, the Board retains the right to hire, classify, assign, evaluate, promote, terminate and discipline employees, except as modified by the expressed and explicit terms and conditions of the Agreement.
  - 2. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District; the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of the Agreement and then only to the extent of such specific and express terms are in conformance with law.

## **ARTICLE VI**

### **HOURS**

- A.
  - 1. The normal full-time workweek shall consist of five (5) consecutive days, Monday through Friday, of eight (8) hours per day and forty (40) hours per week.
  - 2. Each employee shall be assigned a regular minimum number of hours per day.
- B.
  - 1. Any hours which an employee works above and beyond eight (8) hours per day or forty (40) hours per week shall be compensated at one and one-half (1-1/2) times the employee's regular pay rate.
  - 2. Any overtime hours must have prior and direct authorization from the employee's immediate supervisor unless an unforeseen/emergency situation exists.
  - 3. An employee having a regular work week of five (5) consecutive days and an average work day of four (4) or more hours shall be paid for any work required to be performed on the sixth or seventh day at one and one-half (1-1/2) times their regular hourly rate.
  - 4. An employee having a regular work week of five (5) consecutive days and an average work day of less than four (4) hours shall be paid for any work required to be performed on the seventh day at one and one-half (1-1/2) times their regular hourly rate.
- C. If the District is contemplating an increase in a position's regular hours, they will bring it to a CSEA/CJUSD Collaboration meeting with CSEA to review whether or not the hours should be added to an incumbent's base assignment or whether the hours need to be posted in-house for five (5) days as a vacancy. If the parties cannot reach consensus, the hours will be posted in-house.
- D. A part-time employee required to work a minimum of thirty (30) minutes per day additionally for a period of twenty (20) consecutive days or more shall earn additional Leave, Holiday and Vacation benefits on a prorated basis for that period.
- E. Additional work required by the District occurring during the school year shall be rotated among part-time (less than eight (8) hours per day) employees. Such additional work shall be distributed equally among employees within the same classification at the same site, or within the department for Transportation and Maintenance classifications.
- F. An employee called back to work after completion of his/her work hours and after leaving the District shall be compensated for at least one (1) hour.

- G. 1. Employees working five (5) or more consecutive hours are entitled to an unpaid duty-free lunch period of one-half (1/2) hour, scheduled as closely as practical to the midpoint of the work shift. The one-half (1/2) hour duty-free period is exclusive of the workday.
2. Employees working four (4) or more consecutive hours are entitled to a rest break of fifteen (15) minutes.

H. Temporary Work Assignment

1. If the District determines that a site requires "temporary work", the District will inform employees at that site of such work.
2. Employees working less than twelve (12) months and/or eight (8) hours daily may request any such work.
3. Work assignments will be made by the site supervisor from among those qualified and shall normally be offered in the following order:
  - a. Position incumbent
  - b. Site employee
  - c. District employee
4. Temporary work shall be on a case by case basis, shall not exceed nor extend beyond one (1) school year and an employee shall not become permanent in this work. CSEA and the District shall both provide written authorization prior to any temporary assignment being implemented.
5. An employee whose current position does not qualify for health and welfare benefits shall not acquire nor increase benefits if selected for temporary work. Employees shall be eligible to receive prorated sick leave, vacation and holiday credit per Section C. above.
6. Because the need for this work is temporary and may be eliminated at any time by the District, layoff procedures shall not be applicable.
7. Should an employee's current position and temporary work be at different work sites/locations, the employee shall not be paid for travel time or mileage.
8. It is agreed and understood that the uncertainty of financial resources warrants that the intent of this program is to provide District employees the opportunity to work additional hours, for a limited period of time, without affecting the District's operations and current flexibility, or incurring increased costs.

I. Summer Work Assignments

1. If the District determines that short-term work is required during the "traditional summer" period, the District will post an announcement of that work throughout the District, not less than five (5) working days prior to the date needed.
2. Employees working less than twelve (12) months and/or eight (8) hours may file a written request for consideration of any work for which the employee is qualified.
3. Assignments will be made by the District from among those qualified.
4. An employee assigned to work during the summer recess period in his/her normal classification shall receive, on a prorated basis, no less than the compensation and benefits applicable to that classification during the regular academic year.
5. An employee assigned to work during the summer recess period in a classification other than his/her normal classification shall receive, on a prorated, no less than the compensation and benefits applicable at Step 1 of the appropriate salary range of the classification in which summer work is assigned.

## **ARTICLE VII**

### **HOLIDAYS**

- A. Full-time employees shall earn the following thirteen (13) paid holidays:

Independence Day	Christmas Day
Labor Day	New Years Day
Veterans Day	Martin Luther King Day
Thanksgiving	Lincoln's Birthday
Admissions Day	Washington's Birthday
(Day after Thanksgiving)	Spring Recess Day
Christmas Eve Day	Memorial Day

- B. Part-time employees shall earn (12) twelve paid holidays.

- C. 1. When a holiday falls on a Sunday, the following Monday shall be considered to be the holiday in lieu of the day observed.
2. When a holiday falls on a Saturday, the preceding Friday shall be considered to be the holiday in lieu of the day observed.

- D. Every day declared by the President or Governor of the State, as provided in subdivisions (b) and (c) of Section 37220 of the Education Code, which requires schools to be closed and any day declared a holiday by the Board which requires schools to be closed, shall be a paid holiday for eligible employees.



## **ARTICLE VIII**

### **VACATION**

- A. Full-time employees shall earn vacation as follows:
  - 1. During first three (3) years of employment – twelve (12) days earned at the rate of one (1) day per month.
  - 2. After three (3) years of employment – fifteen (15) days earned at the rate of one and one-quarter (1-1/4) days per month.
  - 3. After eight (8) years of employment – eighteen (18) days earned at the rate of one and one-half (1-1/2) days per month.
  - 4. After twelve (12) years of employment – twenty (20) days earned at the rate of one and two-thirds (1-2/3) days per month.
  - 5. After twenty (20) years of employment – twenty-two (22) days earned at the rate of one and five-sixths (1-5/6) days per month.
- B. Part-time employees shall earn and be paid for vacation per Appendix C. (Exception see ARTICLE XVI, YEAR ROUND SCHOOL, Section B.)
- C. Vacation pay shall be at the rate the employee would be paid if working at the time of vacation.
- D. Vacation day shall be for the same daily hours as the daily working hours at the time the vacation was earned.
- E. Earned vacation shall not become a vested right until an employee has completed the initial six (6) months of service. However, after six (6) months of service, the employee is entitled to vacation for the initial six (6) months.
- F.
  - 1. Earned vacation shall be taken at a time during the year most convenient for the operation of the District and at the discretion of the Director of Personnel.
  - 2. In the case of employees assigned exclusively to one (1) school, the Principal may recommend when vacation shall be taken.
  - 3. An attempt will be made to adjust vacation time to the needs of individual employees.
- G. Vacation shall be taken prior to the end of the school year following the year in which it was earned, except by permission of The Director of Personnel which shall not serve as precedent for any other request.

- H. An employee with less than six (6) months in regular status shall not be entitled to such compensation. Upon separation from service, each employee shall be entitled to lump sum compensation for all earned and unused vacation, except that employees who have served less than six
- I. If an employee leaves District service for any reason and had taken paid vacation which had not been earned, the full amount unearned shall be deducted from the employee's severance check or shall be paid back to the District by the employee.

## **ARTICLE IX**

### **SAFETY**

- A. Employees shall not be required to work under unsafe or hazardous conditions, or to perform tasks, which unduly endanger their health or safety.
- B. Team lifting is encouraged for weight loads above fifty (50) pounds.
- C. An employee has a responsibility to report in writing to his/her immediate supervisor any and all conditions, which are unsafe or might unduly endanger health.
- D. Upon receiving a written report of alleged unsafe or unhealthy condition, the District shall determine whether, in fact, an unsafe or unhealthy condition exists and what, if any, action is required to correct a condition determined to be unsafe or unhealthy.
- E. **Security Cameras**
  - 1. The District shall post written notices and/or signage at locations, including but not limited to school buses, where security cameras are in operation and which reasonably apprise all persons that security cameras are in use.
  - 2. Security cameras shall not be used to visually observe any bathroom, shower, locker room, or other area where employees regularly remove clothing and, therefore, reasonably expect privacy.
  - 3. Security cameras installed in school buses shall begin recording when the ignition key is in the "on" position and continue recording for than five (5) minutes after the ignition key is turned to the "off", unless students are on board, to accommodate employee privacy.
  - 4. Security camera recordings which directly relate to an identifiable employee shall be deemed a "personnel record" if the District intends to rely upon the recording for purposes of disciplinary action. Such personnel records shall be made available to the affected employee for inspection. The District shall give the employee written notice of any such security camera recording within ten (10) work days of the District's decision to preserve any such recording. The notice shall afford the employee an opportunity to review and comment in writing on the recording as appropriate to the disciplinary action.

## **ARTICLE X**

### **TRANSFERS**

- A. A transfer is defined as the permanent movement of an employee from one (1) job site to another, which does not involve a change in classification or job title.
- B. Job site is the location where the employee is normally assigned and performs his/her duties, or the location from which he/she performs duties throughout the District.
- C. The District shall consider the following in making voluntary and involuntary transfers.
  - 1. The operational and educational needs of the District;
  - 2. The classification experience and recent training of the applicant;
  - 3. The length of District service of the applicant;
  - 4. The past two (2) evaluations of the applicant.
- D. Voluntary Transfers
  - 1. Any permanent employee desiring a transfer to a position within the same classification shall provide a written request to the Personnel office.
  - 2. Any employee with transfer requests on file, as specified above, will be interviewed without completing an application packet prior to considering substitutes, temporaries, and/or new hires.
  - 3. An employee who does not have a request on file will be considered along with all other applicants.
  - 4. A transfer application shall remain valid for one (1) year.
- E. Involuntary Transfers
  - 1. The employee shall be given written notice at least five (5) workdays prior to the effective date of transfer, with the exception of unforeseeable circumstances, in which case Section C above shall apply.
  - 2. Upon written request, employees shall be entitled to a conference with the Director of Personnel or designee to review the reasons for the involuntary transfer.

**F. Vacancies**

1. A vacancy is defined as a new position created by the District or a position unfilled because of an employee resignation, retirement, separation from service, transfer, or promotion.
2. Vacancies to be filled shall be posted by the Personnel Office at each work site and at the District Office for not less than five (5) workdays.
3. Employees may apply for any vacancy by completing a District application form and/or providing an up-to-date resume and submitting it to the Personnel Office.

**ARTICLE XI**  
**TRANSPORTATION**

**A. Work Schedule**

1. The District shall determine the number of annual work/duty days based on the necessary days as determined by the district.
2. The District shall publish a calendar identifying the transportation work/duty days as determined by the district at the beginning of each school year 182 days.
3. School Bus Driver schedules/routes shall be calculated in 15 minute increments.
4. The District shall determine and provide drivers with a set schedule.
5. Bus drivers are expected to be at their assigned work sites as scheduled.

**B. Route Bidding Assignments and Procedures**

1. The District shall determine/maintain all routes and bus assignments.
2.
  - a. Route bidding will occur during the Transportation Department calendared school year as determined/established by the district in September following the beginning of the school year.
  - b. Bidding of summer routes will occur prior to the District's last student attendance day.
3. The days and time of Route Bidding shall be posted in the Transportation office five (5) days prior to bidding.
4. The posted routes will contain clock-in and out times, the run time, the area and schools which the route services. The route will be available to drive not less than forty-eight (48) hours prior to bidding.
5. When additional runs are permanently assigned to routes, they will be assigned by both seniority and availability to accommodate the additional times without exceeding eight (8) hours.
6. Permanent route vacancies or route increases of thirty (30), minutes or more will follow route bidding assignment and procedures.
7. Route bidding shall occur in the order of seniority.
8. Any bus driver who will be absent from Route bidding may submit a bid by written proxy, listing all routes in order of preference.

8. Any bus driver who will be absent from Route bidding may submit a bid by written proxy, listing all routes in order of preference.

C. Post Route Bidding Preparation

1. Bus Drivers shall be allotted time and expected to familiarize themselves with their route by driving the route in the appropriate type bus prior to the first day of school.
2. The dispatcher will communicate Special Ed Route schedules to the parent/guardian of the student prior to the first day of school.
3. The dispatcher will maintain updates to the route and communicate all changes to the parent/guardian throughout the school year.

D. Vacancies-Temporary

1. Any extra runs or temporary assignments will be assigned in following order:
  - a. Available drivers by seniority without exceeding eight (8) hrs.
  - b. Un-routed bus drivers

E. Safety

1. The District shall establish protocol and communicate that protocol to School bus drivers regarding school lock downs.
2. The District shall communicate when a school goes into a lock down to all on duty bus drivers.

F. Certification

1. All Drivers shall be required to demonstrate proficiency on all buses as allowed their School Bus Certificate and may be required to drive any bus as permitted.
2. All Drivers are responsible to maintain all necessary credentials and keep them current.
3. The District shall be responsible for providing a T01 training calendar to be published at the beginning of each school year.
4. The District shall schedule a minimum of two (2) hours per month of T01 training.
5. The District shall cover the cost of Certificate Renewal Testing with the CHP.
6. The District shall cover the cost for the DL-51 medical exam.
7. The District shall allow necessary release time to obtain the DL-51 exam.
8. The District shall annually make available, American Red Cross First Aid training.

9. In the event the District requires an employee to have immunizations, and or screenings for infectious diseases, the district shall incur the expense and allow for the necessary release time.



## ARTICLE XII

### ALARM/SECURITY PROCEDURES

#### A. Coverage

1. Maintenance/custodial/grounds/mechanic employees may volunteer for alarm/security duty.
2. Volunteers will be on a weekly rotation system from 4:30 p.m. through 8:00 a.m. Monday through Friday and all day Saturday/Sunday/Holidays.
3. Employees on alarm/security during their normal working hours are required to complete their regularly assigned number of hours and duties.
4. The Director of Maintenance, Operations, Facilities and Technology D/MOFAT) will normally be responsible for security coverage at all other times.
5.
  - a. D/MOFAT shall verify the criteria per Section C.4. & C.5.
  - b. The active list normally includes up to six (6) employees.

#### B. Training

1. The D/MOFT will schedule training on alarm and security systems at sites as necessary.
2. The D/MOFT will schedule meetings with representatives from the alarm companies, fire, police and sheriff to explain and clarify roles and responsibilities.

#### C. Duty

1. Employees on duty will be supplied with a sign for their vehicle, pager, cell phone, keys, flashlight, vest and updated information including a "call out" binder.
2. Employees shall wear their "District Identification" when on duty at any District site.
3. The employee shall respond to any district cell-phone within five (5) minutes.
4. If a response to any District site/facility is necessary, the employee shall arrive at that site/facility within thirty (30) minutes of notification.

5. The employee shall make any routine repairs as necessary but will call the D/MOFT prior to contacting a contractor, other school personnel, etc. he/she will keep the D/MOFT informed and updated.
6. The employee will fill out an emergency response sheet for each call, listing site, reason for response and any work performed. It will be turned into the D/MOFT the next day.
7. While on duty employees will follow all District rules, regulations and policies regarding alcohol, drugs, etc. (Board Policy 4020, Education Code 44011). Each employee will be provided a copy.

D. Compensation

1. A stipend of two hundred dollars (\$200) per week will be paid for monitoring of this duty.
2. The employee will be paid one (1) hour minimum in accordance with the hourly wage schedule for responding to a call at the site/facility and performing any necessary repairs (emergency or non-emergency) at the rate of one and one-half (1 ½) times the hourly rate.
3. Employees who use their own vehicles in performing this duty shall be reimbursed per ARTICLE XIX WAGES, D.
4. Failure of the assigned employee to respond in a timely manner or failure to perform listed duties satisfactorily may result in forfeiture of not less than one (1) hour pay and up to loss of eligibility for the duty.

E. This article may be revised by request of either party.

## **ARTICLE XIII**

### **EVALUATION PROCEDURE**

- A.
  - 1. The job performance of employees shall be evaluated at least twice during the probationary period. One (1) evaluation shall occur during the first six (6) months from date of hire, the second shall occur during the second six (6) months from date of hire. The above terms do not exclude additional evaluations as deemed necessary by supervisor.
  - 2. The probationary period shall conclude one (1) year from date of hire. Permanent employees shall then be evaluated no less than once every other year.
- B. Evaluation shall be based on direct observation and knowledge of the employee's supervisor.
- C. The employee shall have the opportunity to review and discuss his/her evaluation with the evaluator. If the employee disagrees with the evaluation, he/she has the right to attach a statement to the District copy of the evaluation. This statement must be submitted to the Personnel Office within ten (10) days of receipt of the employee's copy of the evaluation.
- D. After reviewing and discussing the written evaluation with the immediate supervisor, the employee shall sign the evaluation confirming that the discussion and review have taken place. The employee's signature in no way signifies agreement with the evaluation. The employee shall receive a copy.
- E. Evaluations indicating unsatisfactory performance shall also include written recommendations toward improvement.
- F. Nothing under this Article shall be construed to make the contents of the evaluation subject to the grievance procedure provided in this Agreement.

## ARTICLE XIV

### LEAVES

#### A. Sick Leave

1. Every employee employed five (5) days a week and twelve (12) months per year by the District shall be entitled to twelve (12) days of absence for illness or injury, exclusive of all days he/she is not required to render services to the District, with full pay for a fiscal year of service.
2. An employee employed five (5) days per week who is employed for less than a full fiscal year is entitled to that proportion of twelve (12) days leave of absence for illness or injury as the number of months he/she is employed bears to twelve (12).
3. An employee employed less than five (5) days per week shall be entitled for a fiscal year of service to that proportion of twelve (12) days leave of absence for illness or injury as the number of days he/she is employed per week bears to five (5). When such persons are employed for less than a full fiscal year of service, this and the preceding paragraph shall determine the proportion of leave of absence for illness or injury to which they are entitled.
4. Pay for any day of such absence shall be the same as the pay, which would have been received, had the employee served during the day.
5. Credit for sick leave need not be accrued prior to taking such leave and such leave may be taken at any time during the year. However, a new employee of the District shall not be eligible to take more than six (6) days until the first day of the calendar month after completion of six (6) months of active service with the District.
6. If such employee does not take the full amount of leave allowed in any year allowed under this Article, the amount not taken shall be accumulated from year-to year.
7. Each employee shall notify his/her immediate supervisor as soon as possible prior to his/her assigned shift beginning if unable to perform his/her work pursuant to this Article.
8. Each employee shall complete and submit a District approved form as a claim for salary during absence due to illness or injury for each such absence.
9. The immediate supervisor may require a physician or other verification as to an employee's claimed reason for absence if the District believes that there is a question of valid grounds existing for the employee's claimed absence after two or more consecutive work days or when a pattern of excessive

absences exist. The supervisor shall give the employee prior notice if a doctor's note is requested and state the specific reason for that request. The request for doctor's note shall not be arbitrary or capricious. Also, a medical release to return to work may be required if an employee is out for an extended period of time. Such verification shall be made within five (5) days of the request.

10. Use of sick leave for illnesses caused or contributed to by pregnancy, childbirth, miscarriage, or recovery therefore shall be considered as other illnesses for the purposes of sick leave.
11. The employer may convert unused sick leave to retirement credit, if requested by the employee, in accordance with Government Code Section 20862.5 or its successor, if the employee is filing a request for retirement where required by law.
12.
  - a. Doctor and dentist appointments scheduled during the employee's regular work day shall be deducted from sick leave in no less than quarter (1/4) hour increments.
  - b. Employees shall attempt to schedule these appointments at times that are least disruptive to the operational and educational needs of the District.

B. Extended Illness

1. On July 1 of each year, each employee shall be credited with a total of not less 100 working days of sick leave including both current and accumulated sick leave credits.
2. The additional days beyond the employee's current and accumulated sick leave, as provided by this section, shall be compensated at 50% of the employee's regular salary.
3. The 100 days begin on the first day of the employee's absence and shall run concurrently with current and accumulated sick leave.

Example

If an employee has 12 current and 15 accumulated days of sick leave, he/she shall be entitled to 73 working days of sick leave compensated at fifty percent (50%) of his/her regular salary.

100	Days sick leave
- 12	Current sick leave days
<u>-15</u>	Accumulated sick leave days
73	Days paid at 50%

4. Whenever an employee is absent due to extended illness, the District may require a medical release to return to work.

C. Personal Necessity Leave

1. Upon prior approval, current and accumulated sick leave may be used by the employee, at his/her election, in cases of personal necessity.
2. The following are reasons in which personal necessity leave may be used.
  - a. Death of a member of the employee's or spouse's immediate family as defined in Bereavement Leave.
  - b. Accident involving the employee, a member of his/her family, or his/her personal property or the personal property of a member of his/her family.
  - c. Serious or critical illness of a member of the immediate family.
  - d. Required appearance in court as litigant or witness under an official order.
  - e. Paternity Leave at the birth of a child.
  - f. Illness of daycare or continuing care provider for family members.
  - g. Confidential Days up to a maximum of three (3) days per school year.
  - h. Such other reasons as may be approved by the Director of Personnel.
3.
  - a. Personal necessity leave or confidential day leave scheduled during the employee's regular work day shall be deducted in no less than quarter (1/4) hour increments.
  - b. Employees shall attempt to schedule this leave at times that are least disruptive to the operational and educational needs of the District.
4. The employee shall submit a completed personal necessity leave report form to the school principal or immediate supervisor at least two (2) working days in advance of the leave, except in cases of emergency. (Emergency is defined as 2a, b, c, d, and f.) The employee must submit a completed absence form to the principal or immediate supervisor upon return to duty.
5. In situations where absences are due to subpoena or an official order, the employee must provide evidence from a certified clerk or authorized officer of a court or other governmental jurisdiction
5. Personal Necessity Leave under 2. g. above, shall not be granted to extend a vacation period, school break or provide additional days off immediately preceding or following a holiday. Exceptions to this rule shall be made on a case-by-case basis, based on the employee's personal reason and operational need of the District. Each request shall be individually considered by the site/department supervisor and the Director of Personnel and shall not serve as a precedent for any other or future request.

D. Bereavement Leave

1. Every employee shall be granted necessary leave of absence, not to exceed three (3) days or five (5) days if required travel is at least three hundred seventy-five (375) miles one (1) way because of the death of any member of the employee's immediate family.
2. No deduction shall be made from the employee's salary nor from leave granted by other Sections of this contract.
3. The immediate family is defined as the spouse of the employee or the following relations of the employee or spouse:
  - mother/father
  - son/daughter
  - grandmother/grandfather
  - grandson/granddaughter
  - son-in-law/daughter-in-law
  - brother/sister
  - aunt/uncle
  - niece/nephew
  - relative living in the employee's home
4. Additional bereavement leave days required shall be deducted from personal necessity leave.
5. If five (5) days bereavement is taken, the District may require verification of travel greater than three hundred seventy-five (375) miles.

E. Jury Duty

1. An employee shall be entitled to paid leave for time required to perform jury duty.
2. To qualify, the employee shall pay to the District the amount received for jury duty. Any meals, mileage and/or parking allowance provided the employee for jury duty shall not be considered in the amount received for duty.
3. An employee, notified to appear for jury duty shall, upon receipt of such notification, inform his/her immediate supervisor.

F. Military Leave

An employee shall be entitled to any Military Leave provided by law and shall retain all rights and privileges granted by law.

G. Industrial Accident and Illness Leave

1. An employee suffering an injury or illness arising out of and in the course and scope of his/her employment shall be entitled to leave of up to sixty (60) working days in any one (1) fiscal year for the same accident or illness. This leave shall not accumulate from year-to-year. When any leave overlaps a fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurs.
2. The leave shall commence no earlier than the first day of absence, provided such absence has been ordered by a licensed physician who has examined the employee and/or the employee is receiving temporary disability payments from the District's Worker's Compensation Insurance carrier for wage lost.
3. Payment for wages lost on any day shall not, when added to an award granted the employee under the Workers' Compensation laws of this state, exceed the normal wage for the day.
4. This leave is to be used in lieu of normal sick leave benefits
5. When entitlement to leave under this Section has been exhausted, entitlement to other sick leave or vacation may then be used. If, however, an employee is still receiving temporary disability payments under Workers' Compensation at the time of the exhaustion of benefits under this Section, he/she shall be entitled to only so much of his/her accumulated and available sick leave which, when added to the Workers' Compensation award, provides for a regular and daily amount of pay.

H. General

When no other leaves are available, a paid or unpaid leave of absence may be granted to an employee at any time upon terms acceptable to the District and the employee. Leaves under this Section shall be at the discretion of the District and shall not serve as precedent for any other request.



## **ARTICLE XV**

### **SICK LEAVE SUPPORT SYSTEM (SLSS)**

- A. SLSS is intended for classified (CSEA Bargaining Unit) employees.
- B. It may be implemented when an employee or an employee's spouse or an employee's child suffers a catastrophic illness or injury.
- C.
  - 1. Catastrophic illness or injury (CII) is defined as an unforeseen health condition or accident, which requires an employee to be off work for an extended period of time.
  - 2. Workers comp and mental stress are excluded from the above definition.
- D.
  - 1. An employee who is suffering from a CII or his/her designee may submit a written request to the Director of Personnel for sick leave donations through the SLSS.
  - 2. The request shall include CII verification dated and signed by the attending physician indicating the nature and estimated absence duration.
  - 3. Employees shall use their own sick leave and vacation prior to any donated time and all donations shall be considered with other District related benefits such as SDI, AM FID and differential pay.
  - 4. The Director of Personnel shall submit the request and written verification to the Committee
- E.
  - 1. The Committee will be comprised of two (2) administrators chosen by the Director of Personnel and three (3) employees chosen by the CSEA President.
  - 2. The Committee shall meet as soon as practical to review all circumstances of the situation.
  - 3. The Committee shall have the responsibility of reviewing records, verifying the validity of requests, approving or denying the requests and communicating its decisions, in writing, to the Director of Personnel.
  - 4. All information regarding the CII shall be confidential as appropriate.
  - 5. Approval of any request is not a precedent for any future request.
  - 6. The Committee may establish criteria and procedures for approval/disapproval.

- F.
  - 1. The Committee may require a medical review by a physician of the District's choice at the District's expense.
  - 2. Only a physician who qualifies under the District offered health insurance shall be selected.
  - 3. Refusal to submit to the medical review will terminate the employee's request.
  - 4. The Committee shall notify Business Services of all transactions.
  - 5. The Director of Personnel and/or committee may request an "update" of the injury or illness from the attending physician.
  - 6. Any situations or details that create circumstances different from the above shall be dealt with by the Committee.
- G.
  - 1. All eligible employees shall be informed of the CII and provided with the procedures for making donations, including this Memo of Agreement and a Donation Form.
  - 2. Donations shall exclude current/accumulated sick leave of forty (40) hours for part-time and eighty (80) hours for full-time employees.
  - 3. Donated sick leave shall be in increments of hourly units based on the employee's regular workday.
  - 4. Sick leave may be donated up to a maximum of twenty-five (25) workdays per eligible employees.
  - 5. Should twenty-five (25) workdays not be sufficient, the employee may reapply for additional workdays.
  - 6. Any days exceeding twenty-five (25) workdays shall be returned to donating employees in inverse order of receipt.
  - 7. Any unused donated leave shall carryover and become part of the requesting employee's accumulated sick leave on his/her return to District service.
- H.
  - 1. CSEA and the District agree that both classified management and confidential employees shall be included in the SLSS.
  - 2. The inclusion shall be effective April 23, 1999.

## **ARTICLE XVI**

### **YEAR ROUND SCHOOL**

- A. Employees assigned to a classroom and/or instructional support shall be scheduled to work no less than the number of teacher workdays (176)/student attendance days on a track.
- B.
  - 1. Food Service employees shall be scheduled to work no less than the total number of days the National School Lunch program meals are required to be served.
  - 2. Food Service employees shall be entitled to take earned vacation according to Article VIII, effective July 1, 1994.
- C. Clerical employees shall be assigned up to two hundred fifteen (215) duty days. The employees and Principal shall confer on the schedule.
- D.
  - 1. Any employee who is "off track" or on "summer recess" shall have priority consideration to substitute.
  - 2. Employees interested shall submit written notification to the Personnel Office listing the specific calendar periods they are available to substitute.
- E. If the District decides to eliminate part or all of Year Round School, then the District will give reasonable prior written notice to CSEA so that the parties can meet and confer on possible solutions to problems arising from such termination.
- F. Staff development days shall be workdays for all employees.

## **ARTICLE XVII**

### **LAYOFF PROCEDURES**

- A.
  - 1. A layoff shall be an involuntary separation of a probationary or permanent employee from active service for lack of work or lack of funds as determined solely and exclusively by the District. Employees who take voluntary demotions or reductions in hours in lieu of layoff shall be granted the same rights as persons subject to layoff.
    - a. In the event of a layoff, the District and CSEA shall meet and negotiate upon the request of either party regarding the effects of the layoff.
    - b. In the event of a reduction in hours, the District and CSEA shall meet and negotiate upon the request of either party regarding the decision and effects of the reduction in hours.
  - 2.
    - a. Layoffs shall be made on a District-wide basis, in inverse order of seniority within each classification.
    - b. Classification is defined as a position with a designated title and job description (Appendix A).
  - 3. Seniority in each classification is defined as:
    - a. Prior to July 1, 1992, seniority shall be frozen at 'hours in paid status' as determined June 30, 1992.
    - b. Effective July 1, 1992, seniority shall be determined by date of hire or promotion in to each classification that in which an employee has rendered paid service.
    - c. If two (2) or more employees within a classification have the same hire date, the order of seniority shall be determined by ranking the employees from lowest to highest according to the last four digits of their social security number, with the lower number deemed less senior than the next higher number.
- B.
  - 1. After the Board has determined that there is a lack of work or a lack of funds and has made the decision to layoff, the District will provide written notice to each affected employee.
  - 2. The notice shall be personally served or sent by U.S. Certified Mail with Proof of Service to the most recent address provided by the employee to the Personnel Office.

3. The notice shall be sent no less than sixty (60) calendar days prior to the effective layoff date.
  4. The notice shall inform the employee of the effective layoff date, displacement rights, if any and reemployment/reinstatement rights and obligations.
- C.
1. An employee laid off in one (1) classification, who previously held permanent/probationary status in an equal or lower classification, may bump into that equal or lower classification and shall displace the least senior employee in that equal or lower classification with the same or most nearly the same number of hours, if his/her seniority is greater than the least senior employee in that equal or lower classification.
  2. An employee, displaced by being bumped, shall have the same rights as listed in Section C.1, above.
- D.
1. Employees laid off shall be placed on a reemployment list for a period of Thirty-nine (39) months.
  2. Employees who voluntarily consent to a reduction of hours or accept an assignment in a lower classification to avoid layoff shall be maintained on the reemployment list for an additional twenty-four (24) months.
  3. Employees placed on the reemployment list shall be offered, by seniority, the opportunity to return to a position in their former classification with any number of hours as vacancies become available.
- E.
1. Reemployment is defined as an employee's return to service in the Classification and at no less than the duty hours in effect at the time of layoff.
  2. Offers of reemployment shall be made in reverse order of layoff, within each classification, as vacancies occur.
  3. An employee shall have five (5) workdays to respond to a written offer of reemployment sent by the District through U.S. Certified /Registered Mail.
  4. Failure to reply within the five (5) workday timeline specified above, refusal of reemployment, or failure to report for duty as agreed, shall cause that employee to be permanently removed from the reemployment list.
  5. An employee may notify the Personnel Office, in advance and in writing, of his/her unavailability to accept reemployment and shall not be notified of vacancies until the employee again notifies the Personnel Office, in writing, that he/she is available for reemployment.

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- F.
  - 1. Reinstatement is defined as an employee's return to service in his/her former classification with fewer hours in effect at the time of layoff or to a lower classification with increased, equal, or fewer hours.
  - 2. Offers of reinstatement shall be made in reverse order of layoff within each classification, as vacancies occur.
  - 3. An employee shall have five (5) workdays to respond to an offer or reinstatement.
  - 4. Failure of an employee to respond within the five (5) workday timeline specified above, or, refusal of reinstatement shall permit the District to proceed to the next appropriate name on the seniority list. That employee shall, however, remain on the thirty-nine (39) month reemployment list.
  - 5. Failure of an employee, who is offered reinstatement to report for duty as agreed, shall cause that employee to be permanently removed from the reemployment list.
  - 6. An employee may notify the Personnel Office, in advance and in writing, of his/her unavailability to accept reinstatement and shall not be notified of vacancies until the employee again notifies the Personnel Office, in writing, that he/she is available for reinstatement.
- G.
  - 1. Vacation time earned and unused shall be computed and paid to affected employees at the time of layoff.
  - 2. Credit toward sick leave, longevity and vacation shall not be counted while on layoff.
  - 3. Sick leave earned and unused at the time of layoff shall be restored upon reemployment/reinstatement.
- H.
  - 1. The District will provide CSEA with a seniority roster and a list of employees to be laid off, within twenty (20) workdays of the Board's action.
  - 2. The District will provide an employee to be laid off the contractual District premium contribution amount towards health, dental and vision insurance for two (2) calendar months following the effective day of layoff.
  - 3. If an employee feels that he/she was improperly laid off, he/she may file a grievance at Level III.
- I. Any employee on the reemployment list due to layoff, or demotion or voluntary reduction in hours in lieu of layoff, shall be employed in preference to new applicants to any vacant position, for which the employee meets the specified job qualifications and applies, in order of seniority.

## ARTICLE XVIII

### GRIEVANCE PROCEDURE

#### A. Definitions

1. A "Grievance" is a claim by an employee or CSEA Representative of an alleged violation of the specific terms of this contract.
2. A "Grievant" is any employee or CSEA Representative covered by the terms of this Agreement.
3. "Immediate Supervisor" is the lowest supervisory level outside the bargaining unit having immediate jurisdiction over the grievant and who has been designated to administer grievances.
4. "Work days" means any days when the administrative offices of the District are open for business.

#### B. Representation

1. The grievant(s) may be accompanied by a representative of CSEA at any Level.
2. If a representative or another party is to be present, the grievant will advise the appropriate supervisor/administrator, at the time of scheduling the meeting, that a representative will be present and who that representative will be.

- #### C.
1. Any employee may discuss a grievance informally or present a grievance directly and have such grievance adjusted with or without the intervention of CSEA, as long as the adjustment is not inconsistent with the terms of this Agreement.
  2. Prior to any proposed resolution at the formal levels of this procedure becoming final, CSEA shall have the opportunity to file a written response to the proposed resolution.

#### D. Procedure

##### Level I (Informal)

1. An employee alleging a grievance will first discuss the matter with his/her immediate supervisor with the objective of resolving it informally.

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2. The Level I grievance meeting shall take place within ten (10) workdays after the grievant knows or reasonably could have known of the circumstances giving rise to the grievance. If the grievance is satisfactorily resolved, the employee and supervisor shall document and sign the informal resolution of the alleged grievance in writing.

#### Level II (Formal)

1. If the grievant is not satisfied with the disposition of the informal grievance at Level I, he/she must present the grievance in writing to his/her immediate supervisor within ten (10) work days after the informal conference at Level I.
2. The Level II grievance shall be submitted in writing and shall contain a clear statement of the grievance, the factual circumstances involved the specific portion of the contract claimed to have been violated, the remedy or correction sought, and the name and signature of the grievant (s) /CSEA.
3. The immediate supervisor shall communicate a decision to the grievant in writing within ten (10) work days of receipt of the written grievance.

#### Level III

1. If the grievant is not satisfied with the decision at Level II, he/she may, within ten (10) work days, appeal the decision to the Director of Personnel or designee.
2. Within ten (10) work days after receiving the appeal, the Director of Personnel or designee shall convene a meeting with the grievant and his/her representative. The ten (10) work day time period may be extended by mutual agreement of the parties.
3. A written disposition of the grievance shall be given by the Director of Personnel or designee to the CSEA Representative and the grievant within ten (10) work days following the meeting.

#### Level IV (Mediation)

1. If the employee is not satisfied with the decision of the Director of Personnel or designee, CSEA may, within ten (10) workdays of receipt, contact the State Mediation and Conciliation Service (SMCS) to request the services of a mediator to assist in the resolution of the alleged grievance.
2. CSEA will ensure a copy of the letter to State Mediation and Conciliation Service (SMCS) will concurrently be sent to CJUSD.
3. The parties shall attempt to agree upon a mediator.
4. The parties shall meet with the mediator at times that are mutually convenient.



5. The parties may develop the "ground rules" for this process themselves, or develop the "ground rules" with the mediator, or permit the mediator to establish his/her own "ground rules."
6. A mutually acceptable mediated settlement shall be binding on both parties.

#### Level V (Advisory Arbitration)

1. If the grievance is not resolved at Levels I-IV, CSEA may submit the grievance to Advisory Arbitration. The submission shall be filed with the Superintendent within ten (10) workdays after completion of the Level IV process.
2. The parties shall select a mutually acceptable arbitrator. The parties acknowledge That CSEA has internal procedures for using and paying for the services of an Advisory Arbitrator. Selection of the Advisory Arbitrator may be made prior to, or after completion of CSEA's internal procedures. However, prior to actually engaging the services of an advisory arbitrator, CSEA's internal procedures must be completed. Should the parties be unable to agree on an arbitrator within ten (10) workdays of CSEA's submission to Advisory Arbitration, submission shall be made to the State Mediation and Conciliation Service (SMCS), who will be required to supply a list of five (5) arbitrators. Each party will alternately strike from the list until only one (1) remains. The parties will contact the arbitrator and schedule the advisory arbitration no later than ten (10) workdays after CSEA has completed its internal procedures for approving the expenditure of funds and resources for the hearing.
3. It shall be the function of the arbitrator to make an advisory recommendation to resolve the grievance. The arbitrator shall be subject to the following limitations:
  - a. The arbitrator shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.
  - b. The arbitrator shall have no power to establish salary schedules or change any contractual salary.
  - c. The arbitrator shall have no power to change any practice, policy, rule, regulation, or procedure of the District.
  - d. If either party should dispute the arbitrability of the grievance, such a claim shall be heard and a ruling given by the arbitrator prior to any hearing of the grievance.
4. All costs for the services of the arbitrator, including but not limited to per diem expenses, travel and subsistence expenses, will be borne equally by the District and CSEA. All other costs will be borne by the party incurring them.

5. The recommendation of the arbitrator shall be advisory only. The Board will render its decision within ten (10) workdays of the first Board meeting following receipt of the arbitrator's recommendation.

E. Miscellaneous

1. If a grievance arises as a result of any action or inaction by an administrator higher than the immediate supervisor, the employee may present such grievance at Level III.
2. Failure at any level to communicate the decision on a grievance within the specified time limit shall permit the grievant to appeal to the next level. Any grievance not advanced from one (1) level to the next within the time limits of that level shall be deemed resolved by the District's response at the previous level.
3. Any claim or complaint not covered by the contract for which there is another procedure or forum established by law or by regulation having the force of law shall not be grievable. Examples of other procedures or forums include, but shall not be limited to: EEOC, FEPC, Workers' Compensation Appeals Board and Unemployment Compensation Commission.
4. Both parties will attempt to schedule meetings for the processing of grievances at times which will not interfere with the instructional day.
5. An extension of any time limit may be made by mutual written consent of the parties.
6. By mutual agreement of the grievant(s) and the District, like grievances may be consolidated for purposes of processing.
7. All materials concerning employees' grievances shall be filed separate from the employee's personnel files.

## ARTICLE XIX

### WAGES

- A. The Hourly Wage Schedule is under Appendix B.
- B.
1. Employees must have been in a paid status at least 75% of their prior work year for their classification to be eligible for any step increase.
  2.
    - a. All employees hired after July 1, 1992 shall be on a July/June fiscal year.
    - b. Employees promoted into a new classification and who have served no less than 50% of their probationary status shall be eligible for any step increase.
- C. Employees new to the District or returning after a break in service shall be allowed experience credit up to Step 3 on the salary schedule.
- D. Employees who may be required to use their own automobiles in the performance of their assigned duties shall be reimbursed for that travel at the current IRS allowable mileage rate.
- E. Longevity
1. Eligible part-time and full-time employees will be given a longevity bonus payable each year as follows:
    - After 8 continuous years District service..... \$250
    - After 10 continuous years District service..... \$500
    - After 13 continuous years District service..... \$750
    - After 15 continuous years District service..... \$1000
  2. This shall be one (1) lump sum payment included in the employee's regular salary for that month and shall be subject to PERS credit.
  3. This payment shall be payable on the first pay cycle following the anniversary date reflecting the employee's years of continuous District service.
- F. Eleven (11) or Twelve (12) Month Pay Option
1. Effective 7/1/04, eleven (11) month employees shall have the option of electing an eleven (11) (August to June) or twelve (12) (July to June) month pay schedule.

2. Employees, who work eleven (11) months and wish to change pay options, may do so one (1) time annually, between June 1 and June 30.
  3. If an employee is promoted, reassigned, or transferred and that causes a change in pay schedule, that employee may remain on their current pay schedule for an additional one (1) year.
- G.
1. If an employee has received wages prior to providing service and leaves the District for any reason, he/she will be responsible for returning any prepaid wages to the District.
  2. Employees leaving District employment prior to the end of their designated work year shall be paid for the total number of hours actually worked plus earned holidays and vacation.
- H. Out of Class Duties/Pay
- Any employee working out of class in a position with a higher hourly wage range shall have their hourly rate adjusted to the lowest step of the higher range that represents no less than a two and one-half percent (2½%) increase.
- I.
    - a. CSEA and District agree to implement the "PERS PICK UP" program.
    - b. There shall be no cost to the District except for normal payroll costs.
  2. Both parties shall follow all procedures of PERS, County Office of Education, IRS and all other regulating agencies in implementing this program.

## ARTICLE XX

### **HEALTH AND WELFARE BENEFITS** **(Effective 1/1/12)**

- A. For calendar year 2012, the District will make available two plans of Western Health Advantage and two plans of Kaiser for employees.
- B. Full time employees may elect one (1) of the following health coverage plans:

	<u>E</u>	<u>E + 1</u>	<u>E + F</u>
<b>Western Health Advantage HMO</b>			
District Allowance	\$529.17	\$755.63	\$1,078.78
Employee Pays	\$0	\$353.00	\$503.95
<b>Western Health Advantage HD</b>			
District Allowance	\$350.35	\$718.40	\$1,025.62
Employee Pays	\$0	\$15.59	\$22.25
<b>Kaiser HMO</b>			
District Allowance	\$574.73	\$844.06	\$1,205.84
Employee Pays	\$27.87	\$421.39	\$601.98
<b>Kaiser HD</b>			
District Allowance	\$395.97	\$811.51	\$1,159.32
Employee Pays	\$0	\$20.03	\$28.60

- C. The District will reimburse \$50 of the \$100 Emergency Room Services charge. Applicable claims incurred by this charge shall be submitted on District reimbursement forms which are available in the Business Office. The District will reimburse employee for verifiable claims within thirty (30) calendar days of receipt in the Business Office; reimbursement checks shall be sent to employee's home address.
- D. Full time Employees may elect one (1) of the following dental coverage plans:

<b>Delta Dental \$2000 Cap</b>	
District Allowance	\$106.96
Employee Pays	\$33.25

<b>Delta Dental PPO</b>	
District Allowance	\$87.26
Employee Pays	\$17.09

Full time Employees hired after (1/1/05 for classified and 11/1/98 for certificated) shall only be eligible for the PPO coverage plan as shown above.

- E Full time Employees who are not already covered by Kaiser vision, may elect the following vision coverage plan:

**Vision Service Plan (VSP)**

District Allowance	\$20.62
Employee Pays	\$0

- F. Full time employees shall be provided \$25,000 level life insurance coverage for themselves, which has the following District paid annual premium:

The Standard	\$48.00
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- G. 1. a. Upon proof to the District of health coverage from another source and having signed the District waiver, employees may elect to have the District add \$258.51 to their payroll. This payroll augmentation is eligible for a TSA subject to the IRS maximum exclusion allowance rules.

b. Employees hired after 1/1/05 are not eligible for cash-in-lieu above.

2. Pre-tax dollars may be used by employees to pay:

Child Care Costs  
Dependent Care Costs  
Benefit Premium Costs  
Unreimbursed Benefit Costs

- H. 1. An employee working at least four (4) hours or more per day, but less than eight (8) hours may elect to be covered by any or all of the above plans.

2. The employee shall pay the portion of the costs represented by the difference between the numbers of hours of his/her regular workday and eight (8) hours.

- I. 1. Employees hired prior to July 1, 1989, working five (5) hours or more, shall receive full benefits after two (2) years of employment

2. Employees hired after July 1, 1989, working six (6) hour or more, shall receive full benefits after two (2) years of employment

- J. Employees, whose regular yearly assignment is less than twelve (12) months and who receive District benefit coverage shall maintain the same District benefit coverage during the off-duty months.

- K. The parties shall follow the rules and regulations of the Carriers/Administrators.

- L. 1. Newly-hired employees and/or current employees, whose work week is increased to twenty (20) hours or more shall be eligible for fringe benefit coverage the first day of the month following their date of hire.

2. Failure to provide all required accurate and complete forms in a timely manner may cause a delay in implementation of fringe benefit coverage.

- M. Employees electing plans or coverage, which exceed the District allowance, may have the additional monthly premium deducted from their monthly wages on a pre-tax basis per IRS rules.

## **ARTICLE XXI**

### **EARLY RETIREMENT**

- A. Eligibility for early retirement shall be subject to the following conditions.
  - 1. The employee shall have twenty (20) years of continuous District service.
  - 2. The employee shall be at least fifty-five (55).
  - 3. Once electing to participate, the employee shall not return to District service except as a substitute.
  - 4. The employee shall be eligible to receive the same District paid health, dental and vision, Employee Only, health benefit options or cash-in-lieu/TSA as covered by the current CSEA/CJUSD Agreement.
  - 5. District paid Employee Only benefits options or cash-in-lieu/TSA shall be effective for a maximum of five (5) years or to age sixty-five (65), whichever comes first.
- B.
  - 1. The District will permit its retired employees to remain in the District-offered health care plan of their choice and for which they are eligible at their own expense. Arrangements for advance payment shall be made with the Business Office.
  - 2. Retired employees electing the above are required to join Medicare if eligible. The District will provide information regarding medical supplementary coverage.
- C. If an employee is considering early retirement, he/she is encouraged to review health benefit options and eligibility with the Personnel Department at least six (6) months in advance.



## **ARTICLE XXII**

### **EFFECT OF AGREEMENT**

It is understood and agreed that the specific provisions contained in this contract shall prevail over any contrary or conflicting past practice or procedure within the scope of representation and shall prevail over any otherwise applicable state law to the extent permitted by law.

In the event the District proposes to change any established past practice or procedure within the scope of representation, the District shall notify CSEA of its intent and afford CSEA a reasonable opportunity to meet and negotiate regarding any such proposed change.

## **ARTICLE XXIII**

### **SEVERABILITY**

If any provision of this Agreement or any application thereof to any employee is held to be invalid by a court of competent jurisdiction or to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

## **ARTICLE XXIV**

### **COMPLETION OF NEGOTIATIONS**

This Agreement constitutes the full and complete commitment between the parties and shall supersede and cancel all previous Agreements, whether written or oral. Except as otherwise specified, CSEA and the District agrees that neither party is obligated to meet and negotiate with respect to any subject or matter within the scope of representation, whether referred to or covered in the Agreement or not, even though any such specific subject or matter may not have been within the knowledge of contemplation of either or both the District and CSEA at the time they met and negotiated on and executed this Agreement.

## **ARTICLE XXV**

### **DURATION AND REOPENERS**

- A. Should one (1) or both parties elect to terminate the current Collaborative Bargaining Memo of Agreement (Appendix D), Section B., C., D., below shall then be in effect.
- B. This Agreement shall become effective upon ratification by both parties and shall be in effect through June 30, 2015.
- C. Reopeners for each school year shall be limited to:
  - 1. Salary
  - 2. Health and Welfare Benefits
  - 3. Two (2) Article selected by each party.
- D. CSEA shall commence the negotiation process to amend this Agreement no earlier than May 1 of each school year.

## **ARTICLE XXVI**

### **CONTRACTING OUT**

In order to ensure the District has the administrative flexibility necessary to effectively manage District operations in the most cost effective manner, the District reserves the right to contract out work to the extent permitted by law.

Prior to contracting out for work currently and customarily performed by employees in the CSEA bargaining unit, the District shall notify CSEA of its intent to contract out bargaining unit work.

The District shall offer to meet and negotiate regarding the decision and the effects of contracting out bargaining unit work where the decision to do so is based upon labor cost savings.

The District shall offer to meet and negotiate regarding the effects of contracting out bargaining unit work where the decision to do so is based upon considerations other than labor cost savings.

Revised 1/11/13

## APPENDIX A

### JOB CLASSIFICATIONS (Effective 7/1/12)

<b>Classes</b>	<b>Ranges</b>
<b><u>Instruction</u></b>	
Bilingual Assistant/Primary Language	L
Bilingual Assistant/Primary Language (Hired after 1/1/00)	G
Child Aide	D
Health Assistant	F
Instructional Assistant	D
Instructional Specialist	F
Instructional Specialist (PH/Autism)	L
Library Technician	K
Integrated Services Technician	X
<b><u>Clerical</u></b>	
Account Technician	S
Assistant Superintendent Secretary	X
Associated Student Body Bookkeeper (HS)	K
Attendance Secretary	J
Attendance Secretary (JHS)	L
Central Office Clerk - Business	L
Central Office Clerk – Personnel	L
College Career Coordinator	X
District Courier	E
High School Secretary	N
Network Specialist	Y
Nutrition Staff Secretary	N
Office Assistant	I
Parent Volunteer Coordinator	E
Payroll Technician	V
Registrar	M
School Secretary	M
Staff Secretary	N
Student Outreach Advisor	X
Technology Specialist	X
Transition Partnership Program Coordinator Assistant	M
Workability Job Developer/Coach	Q
Workability Program Coordinator	X

**Classes****Ranges****Maintenance**

Groundskeeper	N
Maintenance Worker	R
Maintenance Worker/HVAC	U
Warehouse Worker	O
Lead Warehouse Worker	Q

**Transportation**

Bus Driver	M
Bus Driver/Delegated Behind The Wheel Trainer	Q
Dispatcher/Relief Driver	O
Mechanic	X

**Food Service**

Cafeteria Lead/7 - 12	M
Cafeteria Lead/K - 6	L
Cafeteria Lead/K - 6 Satellite	M
Cafeteria Worker	D

**Operations**

Campus Monitor	D
Custodian	K
Lead Custodian	M

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
CLASSIFIED HOURLY WAGE SCHEDULE  
APPENDIX B  
2012-2013**

<b>Range / Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
A	\$10.37	\$10.89	\$11.43	\$12.00	\$12.60	\$13.23
B	\$10.63	\$11.16	\$11.72	\$12.31	\$12.93	\$13.58
C	\$10.90	\$11.45	\$12.02	\$12.62	\$13.25	\$13.91
D	\$11.17	\$11.73	\$12.32	\$12.94	\$13.59	\$14.27
E	\$11.45	\$12.02	\$12.62	\$13.25	\$13.91	\$14.61
F	\$11.74	\$12.33	\$12.95	\$13.60	\$14.28	\$14.99
G	\$12.03	\$12.63	\$13.26	\$13.92	\$14.62	\$15.35
H	\$12.33	\$12.95	\$13.60	\$14.28	\$14.99	\$15.74
I	\$12.64	\$13.27	\$13.93	\$14.63	\$15.36	\$16.13
J	\$12.96	\$13.61	\$14.29	\$15.00	\$15.75	\$16.54
K	\$13.28	\$13.94	\$14.64	\$15.37	\$16.14	\$16.95
L	\$13.61	\$14.29	\$15.00	\$15.75	\$16.54	\$17.37
M	\$13.95	\$14.65	\$15.38	\$16.15	\$16.96	\$17.81
N	\$14.30	\$15.02	\$15.77	\$16.56	\$17.39	\$18.26
O	\$14.66	\$15.39	\$16.16	\$16.97	\$17.82	\$18.71
P	\$15.03	\$15.78	\$16.57	\$17.40	\$18.27	\$19.18
Q	\$15.41	\$16.18	\$16.99	\$17.84	\$18.73	\$19.67
R	\$15.80	\$16.59	\$17.42	\$18.29	\$19.20	\$20.16
S	\$16.20	\$17.01	\$17.86	\$18.75	\$19.69	\$20.67
T	\$16.61	\$17.44	\$18.31	\$19.23	\$20.19	\$21.20
U	\$17.03	\$17.88	\$18.77	\$19.71	\$20.70	\$21.74
V	\$17.46	\$18.33	\$19.25	\$20.21	\$21.22	\$22.28
W	\$17.90	\$18.80	\$19.74	\$20.73	\$21.77	\$22.86
X	\$18.35	\$19.27	\$20.23	\$21.24	\$22.30	\$23.42
Y	\$27.67	\$29.05	\$30.50	\$32.03	\$33.63	\$35.31
Z	\$29.90					

Longevity: To be paid once on anniversary date of hire

After 8 years of District service	\$250
After 10 years of District service	\$500
After 13 years of District service	\$750
After 15 years of District service	\$1000

Vacation

1 to 3 years	12 days
4 to 8 years	15 days
9 to 12 years	18 days
13 to 19 years	20 days
20 Years +	22 days

## APPENDIX C

### WAGE FACTORS

- A. All annual wage calculations for full-time employees shall be based on the following factors:

Work hours per year .....2,088  
Work hours per month ..... 174  
Work days per year.....261  
Work days per month.....21.75  
Work hours per day ..... 8

- B. Full-time is defined as twelve (12) months per year, eight (8) hours per day and two hundred sixty-one (261) days per year.

- C. Part-time is defined as less than (12) months, (8) hours, or (261) days per year.

- D. Work Year Wages - Full-time Employees (Working and paid over 12 months)

261 Total/Days in Paid Status  
- 13 Holidays  
- 12 Vacation Days 12/15/18/20  
236 Duty Days

#### Example

Annual Hours: 261 T/D x 8 Hrs = 2088

Annual Wages: \$10.93 Hrly Rate x 2088 Annual Hrs. = \$22,822

- E. Work Year Wages - Part-time Employees (Working and paid over 12 months)

205 Duty Days  
+ 12 Holidays  
+ 10.4 Vacation Days (Prorated)  
227.4 Total/Days in Paid Status

$\frac{205}{236} = 87\% \times 12 = 10.4 \text{ Vac Days}$

$\frac{205}{230} = 89\% \times 18 = 16.0 \text{ Vac Days}$

$\frac{205}{233} = 88\% \times 15 = 13.2 \text{ Vac Days}$

$\frac{205}{228} = 90\% \times 20 = 18.0 \text{ Vac Days}$

#### Example

Annual Hours: 227.4 T/D x 7 Hrs/Daily = 1591.8

Annual Wages: \$10.93 Hrly Rate x 1591.8 Annual Hrs = \$17,398.37

## **APPENDIX D**

### **MEMO OF AGREEMENT CSEA and CJUSD COLLABORATIVE BARGAINING**

The Teams agree that negotiations shall be accomplished through a collaborative effort. The parties agree to:

1. Create a climate of trust and honesty in working with each other.
2. Treat each other with respect even when there is disagreement or difficulty.
3. Maintain open communications with each other.
4. Avoid raising "extreme" issues or proposals to prevent positional discussions or negotiations.
5. Work on problems brought up by either party.
6. Attempt to understand and consider "all" sides of an issue.
7. Develop methods to efficiently and effectively resolve problems and disagreements.
8. Deal with non-contractual issues in separate setting, as mutually agreed.
9. Avoid posturing and grandstanding.
10. Limit the number and length of caucuses.
11. Work through Ed Code and state/federal statute problems considering parties' needs.
12. Neither party shall go outside of teams or process. Eg., don't stab each other in the back!
13. Maintain confidentiality between teams and among team members.
14. Attempt to reach "consensus" solutions and settlements.

#### **CONSENSUS**

All team members:

- Participate in discussions openly and honestly
- Must feel that they can 'live with' solution/settlement
- Support 'positively' in public

15. Prepare joint communications to ensure release of accurate information.
16. Schedule meetings as necessary:
  - An agenda shall be prepared in advance of each meeting.
  - A different team member may have the opportunity to facilitate each meeting.
  - Time constraints shall be announced at the beginning of each meeting.
17. No substitutes or alternates. If an issue specifically relates to missing member, then we may agree to wait until that team member is present.

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Joseph Pitzner  
CSEA

---

Carrie Carlson  
CJUSD

---

Date



**APPENDIX E**

**PRINT SHOP**

1. The District will post an in house vacancy to hire an additional custodial position on/about March 1, 2004 to resolve a safety issue.
2. The vacant groundskeeper position shall be filled not later than the opening of the new JRHS scheduled for the 2005/06 school year.
3. The District will maintain current four (4) hours of custodial services per prior Print Shop Agreement.
4. CSEA will withdraw any issues and waive any claims relating to existing Print Shop work.
5. If the District determines a need for additional staffing hours in the Print Shop, classified staff shall be hired by the District to fill those hours.
6. The District will notify CSEA and provide an opportunity to negotiate twelve (12) months prior to the expiration of the existing Xerox Contract (2010).
7. This Agreement shall supercede Appendix E, Print Shop from February 2004.

## **APPENDIX F**

### **MEMO OF AGREEMENT STAFF DEVELOPMENT DAYS**

Classified/SB 1193 (Staff Development Days)

This special training shall continue in the future as follows:

- If funds specifically designated by the state for Classified/SB 1193 are reduced or deleted for any reason, Staff Development Days shall also be reduced or deleted accordingly.
- District shall be responsible for selecting curriculum, location, trainers, etc.
- There shall be a pre-conference sign-up to determine level of interest.
- District shall prepare a revenue/expense report for CSEA/CJUSD within forty-five (45) days of each training.
- Any remainder funding shall be appropriated toward the following year's training funds.
- Parties shall review and establish the amount of stipend annually.

\_\_\_\_\_  
Joseph Pitzner  
CSEA

\_\_\_\_\_  
Carrie Carlson  
CJUSD

\_\_\_\_\_  
Date

**APPENDIX G**

**MEMO OF AGREEMENT  
NCLB**

1. CSEA/CJUSD shall follow the requirements to comply with NCLB.
2. The qualifications/requirements will be applied to all District paraprofessionals to permit such employees to work in positions regardless of funding source.
3. If a paraprofessional(s) does not possess a HS diploma or equivalent, the parties shall provide information and assistance to the paraprofessional(s).
4. CSEA/CJUSD shall assist paraprofessionals who do not meet the qualification checklist to be compliant not later than January 8, 2006.
5. If an employee is unable to become compliant, he/she will be placed, by seniority, in a non Title-One funded position, if such a position is available.
6. If such a position is not available, he/she will be placed on the reemployment list.

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Joseph Pitzner  
CSEA

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Carrie Carlson  
CJUSD

---

Date

**APPENDIX H**

**MEMO OF AGREEMENT  
CUSTODIAL NEXTEL SERVICES**

1. Nextel cell phone service will be provided to both night custodians at Spinelli Elementary School.
2. The phones minimum capabilities will have access to 911 and the two-way radio capabilities. The Nextel phone features will be administered by the MOT Department.
3. If there is any negligent misuse, abuse, or loss of the Nextel phones provided, their replacement will be at the discretion of the principal of Spinelli Elementary School and dependent upon the availability of a replacement phone from MOT.
4. This agreement does not set precedent as to providing Nextel phone services for other night custodians at the other district sites.

\_\_\_\_\_  
Joseph Pitzner  
CSEA

\_\_\_\_\_  
Carrie Carlson  
CJUSD

\_\_\_\_\_  
Date

## **APPENDIX I**

### **MEMORANDUM OF UNDERSTANDING BETWEEN THE CENTER JOINT UNIFIED SCHOOL DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #610**

This Memorandum of Understanding (MOU) by and between the Center Joint Unified School District ("District") and the California School Employees Association, Chapter #610 ("CSEA") is entered into this 24<sup>th</sup> day of January 2008.

WHEREAS, the District desires to ensure that all school campuses, and other District real estate property are safe and secure environments for students, employees, and the public; and

WHEREAS, the District has determined to implement a system of security camera observation in order to increase student, employee, and public safety while respecting individual rights to the extent required by law; and

WHEREAS, the District and CSEA have met regarding the effects and impacts of a system of security camera observations,

NOW, THEREFORE, it is hereby understood and agreed by and between the parties as follows:

1. The District shall post written notices at locations where security cameras are in operation which reasonably apprise employees that security cameras are in use.
2. Security cameras shall not be used to visually observe any bathroom, shower, locker room, or other area where employees regularly remove clothing and, therefore, reasonably expect privacy.
3. Security camera recordings which directly relate to an identifiable employee engaged in a criminal action shall be deemed a "personnel record" only if the District determines that disciplinary action is appropriate. Such personnel records shall be made available to the affected employee for inspection. The District shall give the employee written notice of any such security camera recording within ten (10) work days of the District's decision to preserve any such recording. The notice shall afford the employee an opportunity to review and comment in writing on the recording as appropriate to the disciplinary action.
4. Each of the signatories below hereby represents and warrants that he/she has the authority to execute this MOU on behalf of the District and CSEA, respectively.

FOR THE DISTRICT:

FOR CSEA:

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GEORGE TIGNER  
Director of Personnel

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MARIE HUGGINS  
President, CSEA Chapter #610

## APPENDIX J

### MEMORANDUM OF UNDERSTANDING

Between

Center Joint Unified School District

And

California School Employees Association Chapter 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding Classified Lay-offs beginning School Year 2009-2010, and is entered into on August 18, 2009.

1. The Center Joint Unified School District ("District") and the California School Employees Association Chapter 610 ("CSEA") agree to the following reductions/lay-offs, effective July 1, 2009:
  - a. Curriculum and Instruction – Staff Secretary by 10 days, (2) Health Assistants by 10.5 days.
  - b. Business Office – District Courier to 183 days.
  - c. Facilities – Groundskeeper to 183 days.
  - d. Elementary School Sites – School Secretaries and (1) Office Assistant to 198 days, (1) Office Assistant to 183 days.
  - e. Middle School – Lay-off of (1) .4688 Office Assistant, School Secretary to 198 days, (1) Custodian to 183 days.
  - f. High School – (1) Attendance Clerk to 183 days, ASB Bookkeeper to 198 days, (1) Custodian to 183 days, (1) Career Coordinator to 6 hours and 183 days, (2) Office Assistants to 6 hours.
2. The District shall not subcontract out the bargaining unit work performed by employees who have suffered a reduction to the work year.
3. The District shall not increase the current and existing workload of remaining bargaining unit employees as a result of the reductions in work year.
4. If additional funding becomes available to the District, CSEA and the District shall meet and negotiate the restoration of positions and/or hours.
5. This agreement does not constitute a precedent for any future reductions in hours and/or work year.

FOR CSEA:

DATE August 18, 2009

BY Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

FOR DISTRICT:

DATE August 18, 2009

BY George Tigner  
George Tigner  
Chief Administrative Officer

## APPENDIX K

### MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
California School Employees Association Chapter 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding the increase in the work year for bus drivers.

1. The Center Joint Unified School District ("District") and the California School Employees Association ("CSEA") agree to increase the bus drivers work year from 180 days to 182 days beginning fiscal year 2010.
2. This agreement does not constitute a precedent for any future increase in hours and/or work year.

FOR CSEA:

DATE August 19, 2009

BY Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

FOR DISTRICT:

DATE August 19, 2009

BY George Tigner  
George Tigner  
Chief Administrative Officer



## APPENDIX L

### MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
California School Employees Association, Chapter 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding the transfer of positions from "Confidential" to the Bargaining Unit:

1. The position of Staff Secretary in Curriculum and Instruction will be eliminated, effective October, 2009.
2. The position of Administrative Secretary (Confidential) will be added to the staff of Curriculum and Instruction, effective October, 2009.
3. The positions of Assistant Superintendent Secretary/Maintenance and Operations, Lead Account Technician, and Central Office Clerk/Personnel will be transferred from "Confidential" to the CSEA Bargaining Unit, effective October, 2009.
4. The individual in the position of Lead Account Technician as of September 8, 2009, will remain on the "Confidential" salary schedule and maintain "Confidential" benefits, vacation, and longevity for the duration of her tenure in that position.
5. The individual in the position of Central Office Clerk/Personnel (originally "grandfathered" into that "Confidential" position in February, 2000) will remain on the "Confidential" salary schedule and maintain "Confidential" benefits, vacation, and longevity for the duration of her tenure in that position.

FOR CSEA

DATE: 10-21-09

BY: Marie Huggins  
Marie Huggins  
CSEA President, CSEA 610

FOR DISTRICT:

DATE: October 21, 2009

BY: George Tigner  
George Tigner

## APPENDIX M

### MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
California School Employees Association Chapter 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding the temporary (one year) reduction, or furlough days, in the work year 2011 - 2012 for classified employees.

1. The Center Joint Unified School District ("District") and the California School Employees Association ("CSEA") agree to reduce the 2011 - 2012 work year classified employees as follows:
  - a. Employees who currently work 261 days annually, shall temporarily reduce their work year for 2011 - 2012 by taking eight (8) furlough days. Furlough days will be taken during two weeks of district closure: December 27 - 30, 2011 and April 2 - 5, 2012.
  - b. Employees who currently work less than 261 days annually, shall temporarily reduce their work year for 2011 - 2012 by taking five (5) furlough days. For site-specific employees, furlough days will be taken on non-student days: January 3, 2012 and February 14 - 17, 2012.
  - c. Employees who currently work less than 261 days annually, shall temporarily reduce their work year for 2011 - 2012 by taking five (5) furlough days. For non-site specific employees, furlough days will be taken at such a time when no substitute personnel would be necessary for the work to be performed. These days will be determined by the employee and his/her supervisor.
2. The District shall not subcontract out the bargaining unit work performed by employees who are on furlough.
3. The District shall not use volunteer aides in lieu of classified employees who are on furlough.
4. The District shall not increase the current and existing workload of classified employees as a result of the furloughs.
5. If additional funding becomes available to the District, CSEA and the District shall meet and negotiate the restoration of a portion, or all, of the agreed-upon furlough days.
6. This agreement does not constitute a precedent for any future reduction to the work year.
7. A violation of this Memorandum of Understanding is subject to the grievance procedure of the Collective Bargaining Agreement.

FOR CSEA:

DATE 5/25/11

BY

Marie Huggins  
Marie Huggins, President, Chapter 610

FOR DISTRICT:

DATE 5/25/11

BY

George Tigner  
George Tigner, Chief Administrative Officer

## APPENDIX N

MEMORANDUM OF UNDERSTANDING  
Between  
CENTER JOINT UNIFIED SCHOOL DISTRICT  
And  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding the reclassification of cafeteria workers.

1. The Center Joint Unified School District ("District") and the California School Employees Association ("CSEA") agree to reclassify Cafeteria Worker I, Cafeteria Worker II, and Cafeteria Cashier to Cafeteria Worker.
2. The District and CSEA agree that the wage range for Cafeteria Worker will be at Classification D.
3. The District and CSEA agree that there will be no new probationary period for reclassified Cafeteria Workers.
4. ☒ The District and CSEA agree that all employees being reclassified to Cafeteria Worker will retain their earliest District food service hire date as their Cafeteria Worker seniority date.

FOR CSEA:

DATE: 10-19-11

BY: Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

FOR DISTRICT:

DATE: October 19, 2011

BY: George Tigner  
George Tigner  
Chief Administrative Officer

## APPENDIX O

MEMORANDUM OF UNDERSTANDING  
Between  
CENTER JOINT UNIFIED SCHOOL DISTRICT  
And  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding the reclassification of Office Assistant (Food Service) to Nutrition Staff Secretary.

1. The Center Joint Unified School District ("District") and the California School Employees Association ("CSEA") agree to reclassify Office Assistant (food services) to Nutrition Staff Secretary.
2. The District and CSEA agree that the wage range for Nutrition Staff Secretary will be at Classification M.
3. The District and CSEA agree that there will be no new probationary period for the reclassified Office Assistant.
3. The District and CSEA agree that the employee being reclassified to Nutrition Staff Secretary will retain their earliest District Office Assistant hire date as their Nutrition Staff Secretary seniority date.

FOR CSEA:

DATE: 10-27-11

BY: Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

FOR DISTRICT:

DATE: 10-27-11

BY: George Tigner  
George Tigner  
Chief Administrative Officer

## APPENDIX P

### MEMORANDUM OF UNDERSTANDING


Between  
Center Joint Unified School District  
And  
California School Employees Association Chapter 610.

This memorandum of understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement regarding the temporary (one-year) reduction in the work year 2012 - 2013 for classified employees.

1. The Center Joint Unified School District and the California School Employees Association agree to reduce the 2012 - 2013 work year for classified employees by 4 days.
2. The District Calendar for 2012 - 2013, as adopted, has been modified to reflect a school year of 176 days. Furlough days for site-based classified employees, except custodians, will be on February 12 - 15, 2013; furlough days for custodians and district office classified employees will be on December 26 -- 28 and December 31, 2012.
3. This agreement does not constitute a precedent for any future reductions in work year.

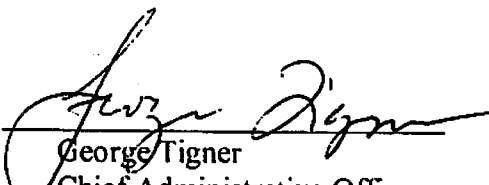
FOR CSEA:

DATE 3-21-12

BY   
Cindy Mitchell  
CSEA President, Chapter 610

FOR DISTRICT:

DATE 3-21-12

BY   
George Tigner  
Chief Administrative Officer

## APPENDIX Q

### MEMORANDUM OF UNDERSTANDING

Between

Center Joint Unified School District

And

California School Employees Association Chapter 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding Classified Lay-offs beginning School 2012 - 2013 and is entered into on March 21, 2012.

1. The Center Joint Unified School District ("District") and the California School Employees Association Chapter 610 ("CSEA") agree to the following lay-offs, effective July 1, 2012:

- a. Special Education -- Instructional Specialist/PH by 3.75 FTE
- b. School Sites -- Office Assistant by 2.0 FTE
- c. Middle School -- Attendance Secretary by 1.0 FTE
- d. Middle School -- Bilingual Aide by 0.75 FTE
- e. Dudley Elem -- Campus Monitor by 1.0 FTE

2. The District shall not transfer or contract out bargaining unit work except as permitted by law. In the event the District contemplates transferring or contracting out bargaining unit work, the District shall provide CSEA with prior written notice and an opportunity to meet and negotiate regarding the transfer or contracting out of bargaining unit work as required by law.

3. The District shall not increase the current and existing workload of remaining bargaining unit employees as a result of the lay-offs.

4. If additional funding becomes available to the District, CSEA and the District shall meet and negotiate the restoration of positions and/or hours.

5. This agreement does not constitute a precedent for any future reductions in hours or work year.

FOR CSEA:

DATE 3-21-12

BY Cyndy Mitchell  
Cyndy Mitchell, President

FOR DISTRICT:

DATE 3-21-12

BY George Tigner  
George Tigner, CAO

## APPENDIX R

MEMORANDUM OF UNDERSTANDING  
Between  
CENTER JOINT UNIFIED SCHOOL DISTRICT  
And  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610

This memorandum of understanding ("MOU") confirms and clarifies the parties' mutual understanding and agreement regarding transportation for the School Year 2012 -- 2013.

1. The Center Joint Unified School District ("District") and the California School Employees Association ("CSEA") agree to the following temporary change in Article XI, Section A: Employees are to be available for any open/extra assignments from the department in order to fulfill contracted hours, according to route. Any exception will be recorded on the Center Joint Unified School District Absence Report form.
2. The District and CSEA agree to the following temporary change in Article XI, Section B: Out-of-Center District route bidding will occur at least one week prior to the first day of school and will follow that district's school year calendar.

FOR CSEA:

DATE: 5-16-12

BY: Cyndy Mitchell  
Cyndy Mitchell  
CSEA President, Chapter 610

FOR DISTRICT:

DATE: May 16, 2012

BY: George Tigner  
George Tigner  
Chief Administrative Officer

## APPENDIX S

### MEMORANDUM OF UNDERSTANDING

Between

Center Joint Unified School District


And

California School Employees Association, Chapter 610

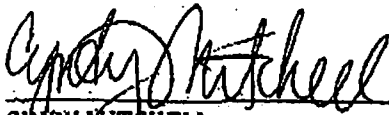
WHEREAS, by emails dated January 7 and January 10, 2013, CSEA Chapter 610 demanded to meet and negotiate regarding the District's proposal to change the start/end times of the assigned shift for the Dispatcher position; and

WHEREAS, on January 11, 2013, District and CSEA Chapter 610 representatives met regarding the District's proposal to change the start/end times of the assigned shift for the Dispatcher position, and hereby agree as follows:

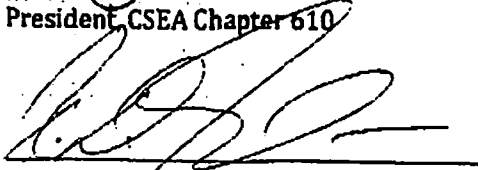
1. The District may assign the Bus Driver Trainer to perform Dispatcher duties from 5:45 a.m. to 8:00 a.m.
2. The Relief Bus Driver job description shall be amended to permit the District to designate a Relief Driver to perform dispatch duties when the Bus Driver Trainer is not available, or as otherwise needed.
3. This Memorandum of Understanding ("MOU") shall constitute a satisfactory resolution to the Level I Informal Grievance meeting on January 11, 2013.
4. Each party agrees that neither the execution of, nor the performance of, this MOU is an admission of or concession to any claim, premise, or position of the other party, as this MOU is a compromise resolution.
5. Each party agrees that this MOU shall not constitute a precedent and shall not be cited by either party for any purposes whatsoever except as necessary to implement this MOU.

  
DAVID GRIMES  
Executive Director of Personnel

1/16/13  
DATE

  
CINDY MITCHELL  
President, CSEA Chapter 610

1-16-13  
DATE

  
ROD GAULMAN  
CSEA Labor Representative

1-17-13  
DATE



**CSEA/CUSD GRIEVANCE FORM**

*Refer to Article XVIII, Grievance Procedures of CSEA/CUSD Agreement*

Check One: Level 1 ☐ Level 2 ☐ Level 3 ☐

Name of Grievant: \_\_\_\_\_ Classification: \_\_\_\_\_

CSEA Representative \_\_\_\_\_ Work Site: \_\_\_\_\_

Date of Level 1 Informal Conference: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Level 2:**

Article # \_\_\_\_\_ Paragraph # \_\_\_\_\_ Sub Paragraph # \_\_\_\_\_

Specific article(s) and section(s) of Contract Allegedly violated: \_\_\_\_\_

\_\_\_\_\_

Clear Statement of facts including, but not limited to dates, names and places: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Specific Remedy Sought: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grievant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Response: (Attach Written Response)

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Level 3:**

Director of Personnel Response: (Attach Written Response)

Director of Personnel Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Copies to:** Grievant, CSEA President, Director of Personnel, Supervisor

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 20, 2013

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: S.L.

**SUBJECT:** 2012/2013 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2012/13 fiscal year.

2012/13-142-152

Bright Futures \$14,560.00

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2012/2013 school year.

CONSENT AGENDA

# Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM X

TO: Board of Trustees

INFORMATION ITEM \_\_\_\_\_

DATE: January 30, 2013

# ATTACHED PAGES 1

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS KS

**SUBJECT:**

The 6<sup>th</sup> grade classes at Spinelli Elementary are requesting permission to attend the residential outdoor school, Sly Park Environmental Education Center, located in the El Dorado National Forest from April 8 to the 12, 2013.

The cost of the field trip is \$235.00 per student, and will be paid by parents and students earning money through fundraisers. This includes all meals, lodging and transportation.

Contracted charter buses and private vehicles for some of the parents will provide transportation for 2 teachers, 5 chaperones, and approximately 55 students.

Students will experience scientific, hands on discovery learning in an outdoor setting. They will gain first hand knowledge in a wealth of subjects from astronomy to natural science to geology. Throughout their stay they will participate in cooperative learning, problem solving and team building skills.

CONSENT AGENDA

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** North Country Elementary

**Date:** January 17, 2013

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Kathleen Lord, Principal

**# Attached Pages:** 3

**Principal's Initials:** KL

**SUBJECT: 5<sup>TH</sup> GRADE ALLIANCE REDWOODS TRIP**

The 5<sup>th</sup> Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Alliance Redwoods from April 30<sup>th</sup> – May 3<sup>rd</sup>, 2013.

Cost of the field trip is \$280.00 and will be paid for by parents and students earning enough money through fundraisers.

Contracted charter buses and private vehicles for some of the parents will provide transportation for the 2 teachers, 6 chaperones and approximately 50 students.

Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are included in the \$280.00

**RECOMMENDATION: APPROVAL**

# Alliance Redwoods Conference Grounds, Inc.

6250 Bohemian Highway - Occidental CA 95465

[www.allianceredwoods.com](http://www.allianceredwoods.com)

Office (707) 874-3507 Fax (707) 874-2509

## Outdoor Education Contract # 8448

### CONTACT INFORMATION

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: North Country Elementary  
School

Address: 3901 Little Rock Dr.  
Antelope CA 95843

Group Type: PODE

Group Leader: Kim Tricomo

Work Phone: (916) 338-6480

Home Phone: (916) 524-0573

Cell Phone:

FAX #: (916) 338-6488

Email: [ktricomo@centerusd.k12.ca.us](mailto:ktricomo@centerusd.k12.ca.us)

### CONFERENCE ARRANGEMENTS

Arrive: 4/30/2013 11:00 am

Depart: 5/3/2013 2:00 pm

Nights: 3

Meals: 9

### ACCEPTANCE OF PROVISIONS, TERMS, AND CONDITIONS

This is to certify that we consent to the above Outdoor Education Contract and Outdoor Education Supplement and that we shall abide by the responsibilities and obligations required by each party.

Guaranteed Minimum Number of Full-Time Guests of 48 people at a Guaranteed Minimum Dollar Amount of \$10,320.00.

I understand and am in agreement with the terms of this contract. \_\_\_\_\_ Initial Here

Alliance Redwoods Conference Grounds

*Bruce Wohlert*

Bruce Wohlert

Title: Business Manager

Date: August 22, 2012

North Country Elementary School / 8448

\_\_\_\_\_  
Superintendent, Principal or Legal Agent

Title:

\_\_\_\_\_  
Date:

Contract Due Date:

Please Return to:

Jason Sanders: [jasons@allianceredwoods.com](mailto:jasons@allianceredwoods.com) 707-874-3507 x 188  
6250 Bohemian Hwy. Occidental, CA 95465

# Alliance Redwoods Conference Grounds, Inc.

6250 Bohemian Highway - Occidental CA 95465

[www.allianceredwoods.com](http://www.allianceredwoods.com)

Office (707) 874-3507 Fax (707) 874-2509

## Outdoor Education Contract # 8448

Thank you for scheduling your event at Alliance Redwoods Conference Grounds (ARCG). ARCG is a non-profit organization owned and operated by the Central Pacific District of The Christian and Missionary Alliance. ARCG's purpose is to provide a "camping" experience whereby each guest can enjoy their time within the relaxed environment of the Redwoods.

The rules for acceptance and participation of guests in each ARCG program is the same for everyone. ARCG does not discriminate on the basis of race, color, sex, age, national origin, or handicap. ARCG reserves the sole right to qualify prospective programs; programs offered must not be in conflict with the objectives and/or doctrinal statement of The Christian and Missionary Alliance.

### CONTACT INFORMATION

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: North Country Elementary  
School  
Address: 3901 Little Rock Dr.  
Antelope CA 95843  
Group Type: PODE

Group Leader: Kim Tricomo  
Work Phone: (916) 338-6480  
Home Phone: (916) 524-0573  
Cell Phone:  
FAX #: (916) 338-6488  
Email: [ktricomo@centerusd.k12.ca.us](mailto:ktricomo@centerusd.k12.ca.us)

### EVENT ARRANGEMENTS

Event Dates: Arrive: 4/30/2013 11:00 am  
Event Duration: Nights: 3  
First Meal: Tue, 4/30/2013, Dinner

Depart: 5/3/2013 2:00 pm  
Total Meals: 9  
Last Meal: Fri, 5/3/2013, Lunch

Breakfast\*: 8am – 9am

Lunch\*: 12:30pm – 1:30pm

Dinner\*: 6pm – 7pm

*\*On occasion, Guest Services may find it necessary to vary the meal times slightly*

Room Check-Out Time: 10:00 am on 5/3/2013

Room Check-Out Time is defined as when ALL lodging accommodations must be cleared of all group members' belongings.

### FINANCIAL OBLIGATIONS

- 1) **Guaranteed Minimum Number of Students is 48**  
ARCG has based this contract on this number of students. All student, counselor, and teacher rooms/beds are based on this number. Please calculate your plans carefully. This figure may not be reduced once this contract has been signed by both organizations. The expected number of guests may be increased ONLY after verifying space availability with Alliance Redwoods' Sales and Marketing Department.
- 2) **Maximum Number of Reserved Beds (Students plus all adults) 58**  
ARCG has assigned rooms/beds based on the number of students, plus one (1) counselor for every seven (7) students and one (1) teacher for every thirty (30) students. *Please be aware that ARCG will turn away conference requests for use of these meeting rooms and beds, based on your contract. Raising or lowering the Guaranteed Minimum Number of Guests must be negotiated through the Sales and Marketing Department.*
- 3) **The Guest Group agrees to pay to Guaranteed Minimum Number Amount: \$10,320.00**  
This figure is based on the type of lodging selected for the Guaranteed Minimum Number of Full-Time Students and will be charged even if the actual number of participants attending is less than the Guaranteed Minimum Number of Full-Time Students. If the actual number exceeds the Guaranteed Minimum Number of Students, the school will pay the additional per student fee equivalent to the contracted rates. One adult teacher is free for every thirty (30) paying students, one adult counselor is free for every seven (7) paying students according to space available. Additional adults will be charged at the normal student rate only if space is available.

# Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM \_\_\_\_\_

TO: Board of Trustees

INFORMATION ITEM \_\_\_\_\_

DATE: January 10, 2013

# ATTACHED PAGES \_\_\_\_\_

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS KJS

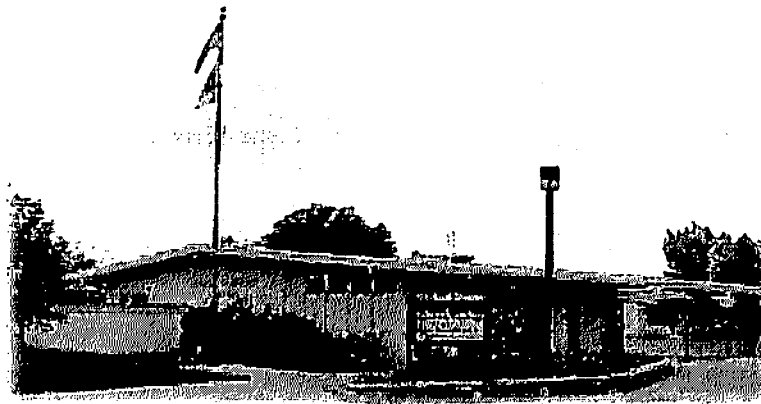
**SUBJECT:**

We request Board approval of our Safe School Plan for the 2012-2013 school year.

RECOMMENDATION

CONSENT AGENDA

*Spinelli Elementary School*  
*Home of the Tigers*



**Safe School**  
**And**  
**Emergency Preparedness Plan**  
***2012-2013 School Year***  
**Center Joint Unified School District**  
**Antelope, CA**

Revised December, 2012



## **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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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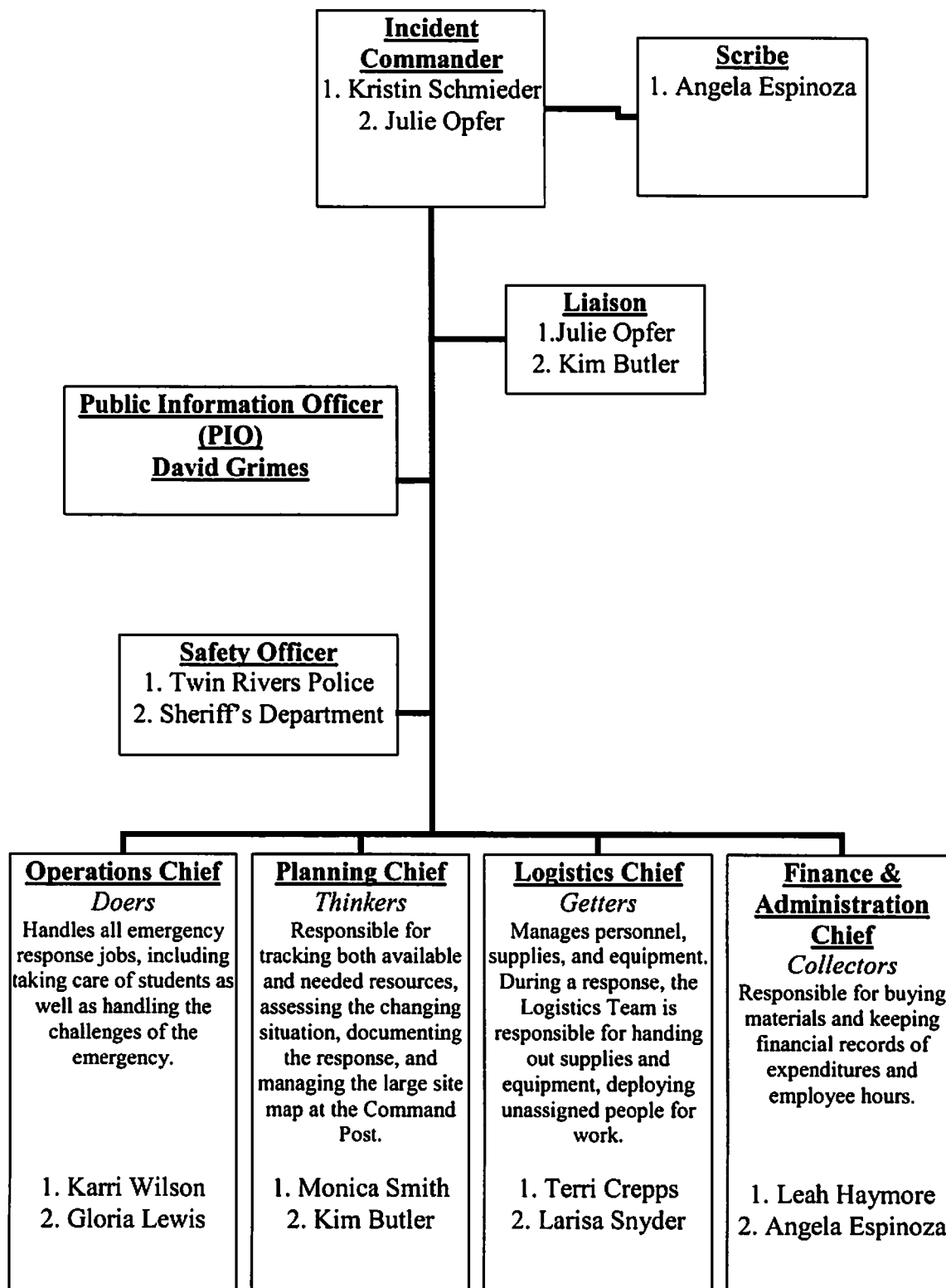
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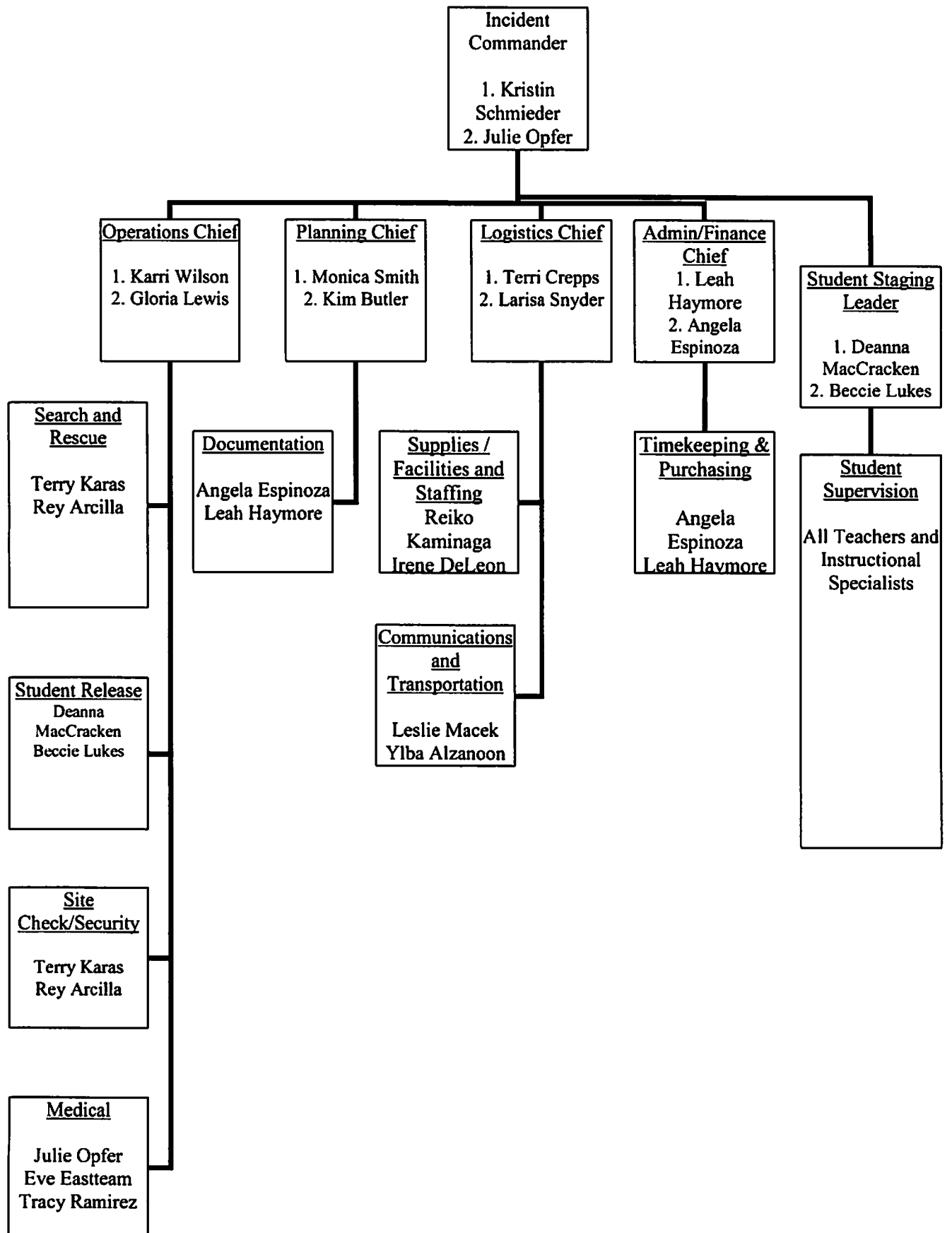
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 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. 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 commander (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. 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.

## Spinelli Elementary School Incident Command System





## Incident Command Descriptions

*Incident Commander:* The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

*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.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

**Operations Chief:** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** 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.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**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, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. 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.

*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. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report



progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

*Site Check/Security Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

*Situation Analysis:* The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

*Staffing Assignment Coordinator:* The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They 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. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:*** This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:*** This person will maintain accurate records of staff hours and of purchases.

***Transportation:*** The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Main office
2. Cafeteria/Multipurpose Room

### **Outdoor Command Post:**

1. Outside Principal's office on playground inside gates
2. Picnic table area behind cafeteria

### **Triage Area:**

Indoor: Room 10

Outdoor: Grassy area next to room 10

### **Parent Reunification Area:**

Cafeteria, classrooms, or field

### **Bus Staging Area:**

Field

### **Media Staging Area:**

Grassy area in front of school (outside gates)

### **Off-Site Evacuation Location:**

[REDACTED]

### **Directions:**

[REDACTED]

### **SECTION 3 LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area. When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

## **SECTION 4      EVACUATION PROCEDURES**

### 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 the off 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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board from the field. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

#### 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 Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

- 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 they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### 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 the blacktop/field either to board busses or to walk to North Country Elementary or Brock Park.

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.



### Exit Route

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 emergency information must be taken with them during the drill.

## **SECTION 5 STUDENT RELEASE PROCEDURES**

### 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

[REDACTED] will be our off site partners in the event of a school evacuation.

[REDACTED] or her designee will be the person to contact at (916) [REDACTED]. [REDACTED] is located at [REDACTED] Antelope, CA.

Directions: [REDACTED]  
[REDACTED]

## SECTION 7 RESOURCES

### Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
<b>Kindergarten</b>			
Gloria Lewis			
<b>SDC/Pre K</b>			
Terri Crepps			
<b>SDC/K-1</b>			
Monica Smith			
<b>1<sup>st</sup> Grade</b>			
Jimmy Boyce			
<b>SDC/K-2</b>			
Larisa Snyder			
<b>2<sup>nd</sup> Grade</b>			
Jolan Wall			
<b>2/3<sup>rd</sup> Combo</b>			
Margie O'Connor			
<b>SDC/2-3</b>			
Kim Butler			
<b>3<sup>rd</sup> Grade</b>			
Stephen Kyle			
<b>4<sup>th</sup> Grade</b>			
Denae Chamberlain			
<b>4/5 Combo</b>			
Leslie Macek			
<b>5<sup>th</sup> Grade</b>			
Carin Jensen			
<b>SDC/3-5</b>			
Marie Allred			
<b>6<sup>th</sup> Grade</b>			
Kim Leclair			
Jean Luiqi			
<b>SDC/4-6</b>			
Christian Riley			
Karri Wilson			

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
<b>Other Certificated</b>			
<b>Title 1</b>			
Julie Opfer			
<b>RSP</b>			
Tracy Ramirez			
<b>Speech/Language</b>			
Rebecca Smith-Lehmann			
Eve Eastteam			
Barbie Druliner			
<b>School Psychologist</b>			
Sandra Mallory			
<b>Family Resource Center</b>			
Alyson Collier			
Anne Lyons			
Angela Bryant			
<b>SCOE Staff</b>			
Genese Jones			
Ju Park			
<b>Principal</b>			
Kristin Schmieder			
<b>Classified</b>			
Abundis, Ammie			
Alzanoon, Ylba			
Arcilla, Rey			
Bennefeld, Michael			
Bolton, Lois			
Brown, Senovia			
Chaney, Deanna			
Cid, Vivian			
Clark, Jennie			
Davis, Lona			
DeLeon, Irene			
Domalakes, Alyssa			
Domalkaes, Andrea			
Edwards, Lori			
Espinoza, Angela			
Frison, Angela			
Gamboa, Susanne			

[illegible]

## **SECTION 8 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  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### **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, Twin Rivers Police Department, and the Superintendent.



## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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 Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (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

## **SECTION 10    LETTERS HOME**

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 North Country Elementary or Brock Park. 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.

## **SECTION 11     AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12 TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video – March 5, 2013
- CPR Training
- Mandated Child Abuse Reporter Training
- Triage Training – February 26, 2013

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### 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:
  - i. 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.
  - ii. Ask the caller three questions, in this order:
    1. 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.)
    2. 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.)
    3. 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.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. 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.
- 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 (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this 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:

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#### 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\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address\_\_\_\_\_

Home Address\_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 3 BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4      CHEMICALS/BIOHAZARD/GAS ODOR**

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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.

In order for the "in-place-shelter procedure" 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 students 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.

## **SECTION 5 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.
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.

## **SECTION 6 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. During 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, electrical 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 electrical 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.

## **SECTION 7 FIRE/EXPLOSION**

### 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. 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.

### 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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

#### 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 district maintenance department 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.

## **SECTION 8 FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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.

### 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.

## **SECTION 9: GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10     HOSTAGE SITUATION**

### 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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. 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 note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number 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 will verbally call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

### 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. The principal or secretary will notify the Superintendent, if possible.
3. 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 four 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 intruder alert. 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.
4. Teachers will go in the opposite direction of the intruder.
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.

## **SECTION 11 HOSTILE VISITOR**

### 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 can be achieved.

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.

### 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 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

**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.

## **SECTION 12 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).
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.



## **SECTION 13 MEDICAL EMERGENCY**

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 principal. This list must be updated and distributed to the staff annually.

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.

### **First Aid Stations**

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### **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/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
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 is 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

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 is 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.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
    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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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.
    - i. The child has no pulse (begin CPR).
    - ii. Another trained rescuer takes over for you.
    - iii. You are too tired to go on.

### 3.

#### 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
- Difference in size of pupils of the eyes

### 2. First Aid for 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. 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. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://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

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 15 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.



## **SECTION 16 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.

## **SECTION 17 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint 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.

#### School Mission Statement

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students will develop habits of the mind which lead to flexible thinkers, problem solvers, and team players. The school environment promotes powerful learning opportunities and curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.

## **SECTION 2      People and Programs: Create a “caring and connected” school climate.**

### **DESCRIPTION OF SCHOOL CLIMATE**

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so students begin the day without feeling hungry. We have a hot lunch program offering a variety of foods from which to choose. Located on our campus, is a clothes closet where families can get needed clothing. We maintain a collaborative relationship with the *Antelope Mom’s Club* who graciously supply our students with socks and underwear, as well as school supplies. Spinelli houses *Terkensha*, a County Mental Health Program, on our campus since the year 2000. Eligible families and students receive counseling services as needed. The District’s *Family Resource Center* is located on the Spinelli campus. Families can visit their office for health, housing, food and clothing needs. Being a Title 1 school, we offer support services to all students who are not meeting grade level standards. Spinelli has a plethora of support services you won’t find at other school sites, all provided to support students and their families.

Once you enter the gates of Spinelli, you begin to feel the nurturing, caring environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, taught and practiced with the students so they can be successful. The student discipline policy is clearly stated in our Parent Handbook which is sent home on the first day of school. Teachers post the school rules in their classrooms. Students, who choose not to follow the expectations, receive consequences for their choices. Students, who follow the expectations and demonstrate their best effort, are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli we believe open communication with our families will bring the best results for our students. Teachers and the administration have open door policies, and will work collaboratively for the success of students. We hold FAST meetings, Parent/Teacher conferences, meet with parents upon request, and hold SST meetings when students are not meeting the grade level expectations even when individual interventions have been in place. We are committed to student success!

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

#### **Objective #1:**

##### **Create a nurturing school environment**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli.

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at Riles for families needing food
- We offer a Walking Club at lunch recesses for student health
- We offer an intervention program before school to get students performing at grade level
- We offer a push-in/pull-out academic program to support students throughout the school day
- We teach "Healthy Play" games during recess and PE instruction to develop pro-social behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- We have recess buddies for students who have difficulty making good behavior choices at recess
- We have a Community Service Program designed to promote appropriate social behaviors by engaging students in positive activities during their recess time
- We have special friend groups to develop positive social behaviors

#### **Objective #2:**

##### **Provide clear, consistent, realistic school rules and expectations**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli.

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back to School Night packets contain teacher's discipline policy and expectations for a successful school year
- A rules assembly is held by the administration with grades 1-6 to review and discuss expectations for success
- Rules are enforced at all recesses by supervising staff

- Teachers teach the Second Step Program weekly, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day

### **Objective #3:**

#### **Open communication among staff, students and parents**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli.

- Teachers provide Back to School Night packets to parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- FAST meetings and SST meetings are held with parents for students needing additional interventions
- Parent/Teacher conferences are held at least twice a year, or at parent or teacher request
- Staff members return phone calls within 24 hours
- Some written communication is provided in Spanish and/or Russian/Ukraine
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers
- Teachers hold class meetings to address student concerns/issues
- School Site Council meetings are held six times a year
- English Language Advisory Committee meetings are held twice a year, or more often upon request
- Absent students are called daily

## **SECTION 4 Place**

### **Create a physical environment that communicates respect for learning and for individuals.**

#### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

The gates remain locked during the school day, with the exception of the front gate, and staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment**

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

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

### **Objective #1:**

#### **Student/Staff Safety as it relates to Emergency Preparedness**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli.

- Yearly disaster trainings to include SEMS/NIMS/START, of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Duck and cover safety drills
- Assailant on campus drills practiced at least three times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

### **Objective #2:**

#### **Student/Staff Safety as it relates to Daily School Routines**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli.

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations



- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- Anti-bullying activities are promoted throughout the school year to develop acceptable, healthy behaviors in all students
- A “healthy play” curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive weekly instruction in the Second Step Program to learn pro-social behaviors and develop coping skills to deal with anger
- PeaceKeepers are on the playground at all recesses to help students resolve conflicts
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, student’s demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

### **Objective #3:**

#### **Student and Staff safety as it relates to Student Health and Well Being**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli.

- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District’s Food Services Department
- Students are encouraged to participate in group games at recesses
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school nurse is available to address student/staff concerns that affect the school environment
- The District’s Family Resource Center, located at Spinelli, is open to all families needing assistance for housing, food, clothing, and medical care
- A clothes closet is located on Spinelli’s campus for students needing clothing items
- A food closet is located on the Riles campus for families in need of food

## SECTION 6 SIGNATURE SHEET

Cyril Spinelli Elementary School'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 are 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>Kristin Schmieder</u>	Principal	_____
<u>Monica Smith</u>	Teacher	_____
<u>Julie Opfer</u>	Teacher	_____
<u>Alyson Collier</u>	Counselor	_____
<u>Leah Haymore</u>	Library Technician	_____
<u>Leilani Castellanos</u>	SSC Parent	_____

## Appendix A

### Staff List for 2012-2013SY

<b>Staff Member</b>	<b>Staff Member</b>
Abundis, Ammie (SCOE)	Kleinschmidt, Nachelle
Allred, Marie	Klyuchnik, Tatyana
Alzanoon, Ylba	Kyle, Stephen
Arcilla, Reynaldo	Leclaire, Kim
Belding, Tim (SCOE)	Lee, Jin
Bennefeld, Michael	Leonard, Laura
Bolton, Lois	Lucien, Yolanda
Boyce, Jimmy	Luigi, Jean
Brown, Senovia	Lukes, Rebecca
Bryant, Angela	MacCracken, Deanna
Butler, Kim	Macek, Leslie
Castellanos, Leilani	Mallory, Sandra
Chamberlain, Denae	Miller, Vicki (SCOE)
Chaney, Deanna	Morisette, Amie
Chaney, Shelby	O'Connor, Margie
Cid, Vivian	Opfer, Julie
Clark, Jennie	Pessoa, Lupe
Collier, Alyson	Park, Ju (SCOE)
Crepps, Terri	Parker, Ginger
Davis, Lona	Pirtle, Lisa
DeLeon, Irene	Prince, Sarah
Domalakes, Alyssa	Ramirez, Tracy
Domalakes, Andrea	Riley, Christian
Druliner, Barbie	Rivera, Elizabeth
Eastteam, Eve	Rivera, Miguel
Edwards, Lori	Robinson, Lauren
Espinoza, Angela	Schmieder, Kristin
Frison, Angela (SCOE)	Shurtleff, Diana
Gamboa, Susanne	Smirnov, Michael
Hahner, Dee	Smith, Monica
Harris-Knott, Neisha	Smith-Lehmann, Rebecca
Haymore, Leah	Snow, Theresa
Hernandez, Nora (SCOE)	Snyder, Larisa
Jensen, Carin	Wall, Jolan
Jones, Genese (SCOE)	Wieser-Lewis, Gloria
Kaley, Debra	Wilson, Karri
Kaminaga, Reiko	Weathersby, Nicole
Karas, Terry	
Katkanova, Lyubov	

**Appendix B**  
**Staff School Phone Numbers for 2012-2013SY**

<b>Staff Member</b>		<b>Staff Member</b>	
Abundis, Ammie (SCOE)	1234	Kleinschmidt, Nachelle	Noon duty
Allred, Marie	1219	Klyuchnik, Tatyana	1212
Alzanoon, Ylba	1232	Kyle, Stephen	1222
Arcilla, Reynaldo	custodian	Leclaire, Kim	1225
Belding, Tim (SCOE)	1235	Lee, Jin	1206
Bennefeld, Michael	1231	Leonard, Laura	1239
Bolton, Lois	1108	Lucien, Yolanda	1109
Boyce, Jimmy	1227	Luigi, Jean	1226
Brown, Senovia	1108	Lukes, Rebecca	1101
Bryant, Angela	1215	MacCracken, Deanna	1212
Butler, Kim	1239	Macek, Leslie	1224
Castellanos, Leilani	Noon duty	Mallory, Sandra	1238
Chamberlain, Denae	1223	Miller, Vicki (SCOE)	1236
Chaney, Deanna	1232	Morisette, Amie	1212
Chaney, Shelby	Noon duty	O'Connor, Margie	1221
Cid, Vivian	1111	Opfer, Julie	1232
Clark, Jennie	1203	Pessoa, Lupe	1109
Collier, Alyson	1116	Park, Ju (SCOE)	1236
Crepps, Terri	1212	Parker, Ginger	1228
Davis, Lona	1205	Pirtle, Lisa	1206
DeLeon, Irene	1108	Prince, Sarah	1208
Domalakes, Alyssa	1207	Ramirez, Tracy	1230
Domalakes, Andrea	1230	Riley, Christian	1206
Druliner, Barbie	1211	Rivera, Elizabeth	Noon duty
Eastteam, Eve	1114	Rivera, Miguel	Noon duty
Edwards, Lori	1207	Robinson, Lauren	1206
Espinoza, Angela	1102	Schmieder, Kristin	1103
Frison, Angela (SCOE)	1234	Shurtleff, Diana	1109
Gamboa, Susanne	1239	Smirnov, Michael	1239
Hahner, Dee	1205	Smith, Monica	1205
Harris-Knott, Neisha	1205	Smith-Lehmann, Rebecca	1113
Haymore, Leah	1201	Snow, Theresa	1205
Hernandez, Nora (SCOE)	1236	Snyder, Larisa	1207
Jensen, Carin	1229	Wall, Jolan	1220
Jones, Genese (SCOE)	1234	Wieser-Lewis, Gloria	1208
Kaley, Debra	1219	Wilson, Karri	1228
Kaminaga, Reiko	1108	Weathersby, Nicole	1212
Karas, Terry	custodian		
Katkanova, Lyubov	1112		

## **Appendix C**

**(Insert Utility Shut-off Map Here)**

## **Appendix D**

**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**

## Appendix F

### EOC Message Form

Date:			
Time:			
ROUTINE	Priority (Circle One) EMERGENCY	URGENT	
(Life Threatened)	(Property Threatened)	(All Others)	
<b>To:</b>	<b>From:</b>		
Name:	Name:		
Title:	Title:		
Location:	Location:		

Check One:      ☐ Take Action      ☐ For Information      ☐ Other

<u>Category</u>	<u>Number</u>	<u>Description</u>
A.	# _____	Fatalities
B.	# _____ Minor	Injuries Minor: In need of First Aid attention only
	# _____ Major	Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
	# _____ Moderate	Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.
C.	# _____ of Injured	Injuries (Ambulance)
D.	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.	_____ Ambulance	Resources Needed
	_____ PG & E	
	_____ Other	Other: Describe

*Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information:
Disposition:



## Appendix G

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix H Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF INDIVIDUAL REPORTER		TITLE		REPORTER CATEGORY	
	REPORTER'S BUSINESS/EMPLOYER NAME AND ADDRESS		Room	City	State	ZIP
	REPORTER'S TELEPHONE (OPTIONAL) ( )		FACSIMILE		REPORT DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT		TO COUNTY PROSECUTOR		AGENCY	
	TO COUNTY WELFARE (CPS) (Child Protective Services)					
	ADDRESS		Room	City	State	ZIP
<b>C. VICTIM INFORMATION</b> One report per victim	OFFICIAL CONTACTED (TITLE)				TELEPHONE ( )	
	NAME (LAST FIRST MIDDLE)				DATE/TIME OF APPEAL AND	
	ADDRESS				Room	City
	PRESENT LOCATION OF VICTIM				ADDRESS	
	TELEPHONE ( )				CITY	
	PHYSICALLY ABUSED				EMOTIONALLY ABUSED	
	TYPE OF CASE				OTHER TYPE OF CASE	
	IN FOSTER CARE				TYPE OF ABUSE (PHYSICAL OR SEXUAL)	
	TOY CASE				TOY CASE	
	TOY CASE				TOY CASE	
<b>D. INVOLVED PARTIES</b> VICTIMS PERPETRATORS SUSPECTS	NAME (LAST FIRST MIDDLE)				DATE/TIME OF APPEAL AND	
	ADDRESS				Room	City
	TELEPHONE ( )				CITY	
	NAME (LAST FIRST MIDDLE)				DATE/TIME OF APPEAL AND	
	ADDRESS				Room	City
	TELEPHONE ( )				CITY	
	SUSPECT'S NAME (LAST FIRST MIDDLE)				DATE/TIME OF APPEAL AND	
	ADDRESS				Room	City
	TELEPHONE ( )				CITY	
	OTHER INVOLVED INFORMATION					
<b>E. INCIDENT INFORMATION</b>	IF APPROPRIATE, ATTACH SEVERAL COPIES OF OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF AKA FURTHER INFORMATION REQUEST					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (This section contains the detailed report observational notes and supporting the victim's statement or past incidents according to the victim's or suspect's)					

SS 1572 (Rev. 12/01)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

DD-1000 submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 5555 F (1) if an active investigation was conducted and (2) if the incident was determined not to be unfounded.

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

## **Appendix I**

### **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.)



## **Appendix J**

### **School Discipline Rules and Procedures**

Spinelli Elementary's discipline philosophy is all children can act appropriately, and all children have dignity and worth. We believe clearly defined rules with incentives and consequences consistently carried out will foster positive relationships and reinforce desired behaviors.

The student is responsible for:

- Respecting the authority of all staff members
- Behaving in a manner that does not disrupt the learning environment of others
- Attending school everyday, on time, ready to learn
- Respecting the dignity of everyone at Spinelli

The parent is responsible for:

- Positively reinforcing children at home for appropriate behavior
- Reviewing the school rules with their children
- Supporting the school in carrying out discipline procedures
- Demonstrating appropriate behavior while on the school campus

The teacher is responsible for:

- Establishing a classroom management system that elicits proper behavior and allows all students an optimal learning environment
- Maintaining communication with students and parents about behavior successes and difficulties
- Maintaining an atmosphere supportive of every student's dignity
- Developing behavior agreements that include the parent, student, and teacher

The Principal is responsible for:

- Enforcing the discipline plan within the district, state, and federal laws
- Maintaining an atmosphere supportive of every student's dignity
- Supporting teachers in developing behavioral agreements for disruptive students

#### **Discipline Procedures:**

We emphasize positive recognition of good citizenship, but if a student chooses to disobey the rules, it may result in detention, a behavior referral, or suspension depending on the offense, severity, or frequency of the offense. Every situation will be dealt with on an individual basis.

Step 1:

A verbal warning will be given when an inappropriate behavior occurs (depending on the severity)

Step 2:

If inappropriate behavior continues, an appropriate consequence will be assigned. Parents will be notified of inappropriate behavior.

Step 3:

If inappropriate behavior continues, or becomes more frequent or violent, a Behavior Support Plan may be developed.

#### **Procedures for issuing detention:**

Staff member will complete the detention form and discuss the reason for issuing it to the student. The student will be given a copy to bring home to be signed by the parent. The student must return it signed the next day, or the teacher may assign another detention. If the detention does not get returned, the teacher will contact the parent.

#### **Procedures for issuing a behavior referral:**

A staff member may complete a behavior referral form for one of the following reasons: attempted, threatened, or caused injury to another person, possession of a dangerous object (knife, gun, explosive, etc . . .), unlawful possession of a controlled substance, use of tobacco, use of profanity or vulgarity or committed an obscene act, disruption of school activities or defiance of authority, excessive tardiness and/or absences, or other offense.

**Suspension** means removal of a student from the ongoing instruction for adjustment purposes. It also means the student is not to attend or participate in school activities for the duration of the suspension. Teachers may suspend a student from their class for any acts enumerated in Education Code 48900 for the day of and the day following. The Principal will determine the appropriate action for the student. If the student is to remain at school, he/she will be under appropriate supervision at all times. The student may be sent home for the duration of the suspension depending on the severity and nature of the offense.

**Expulsion** means removal of a student from the school. A student may be recommended for expulsion when he/she has reached 20 days of suspension in a school year and other means of correction have repeatedly failed to bring about proper conduct.

## Appendix K

### 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.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

## **Appendix L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix M**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)

## **Appendix N**

### **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.

## Appendix O



# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** North Country Elementary

**Date:** January 14, 2013

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Kathleen Lord, Principal

**# Attached Pages:** 100

**Principal's Initials:** KL

**SUBJECT: APPROVAL OF SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Please approve North Country's  
Safe School and Emergency Preparedness Plan for 2012/13**

**RECOMMENDATION: APPROVAL**

# **NORTH COUNTRY ELEMENTARY SCHOOL**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2013

## **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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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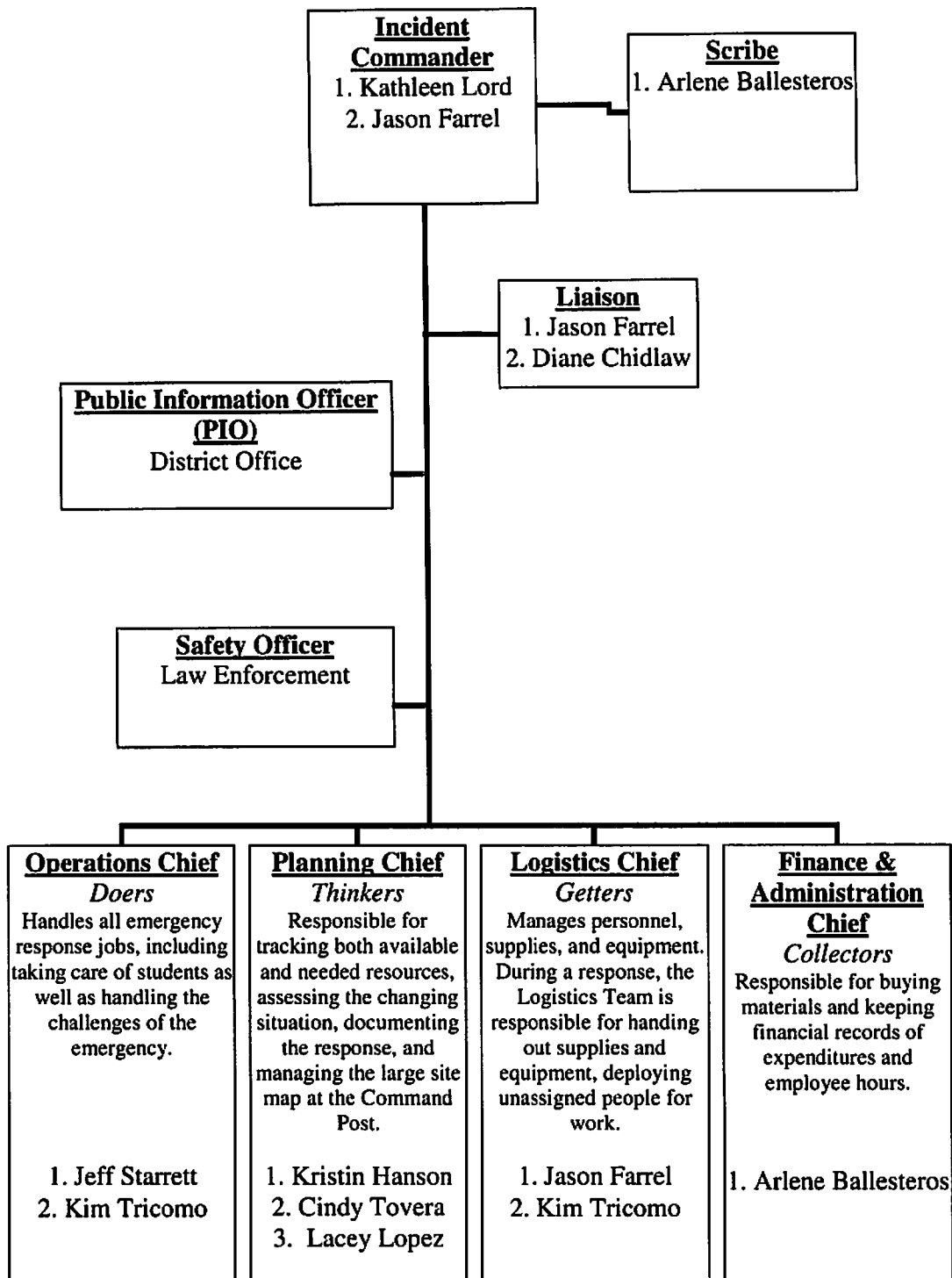
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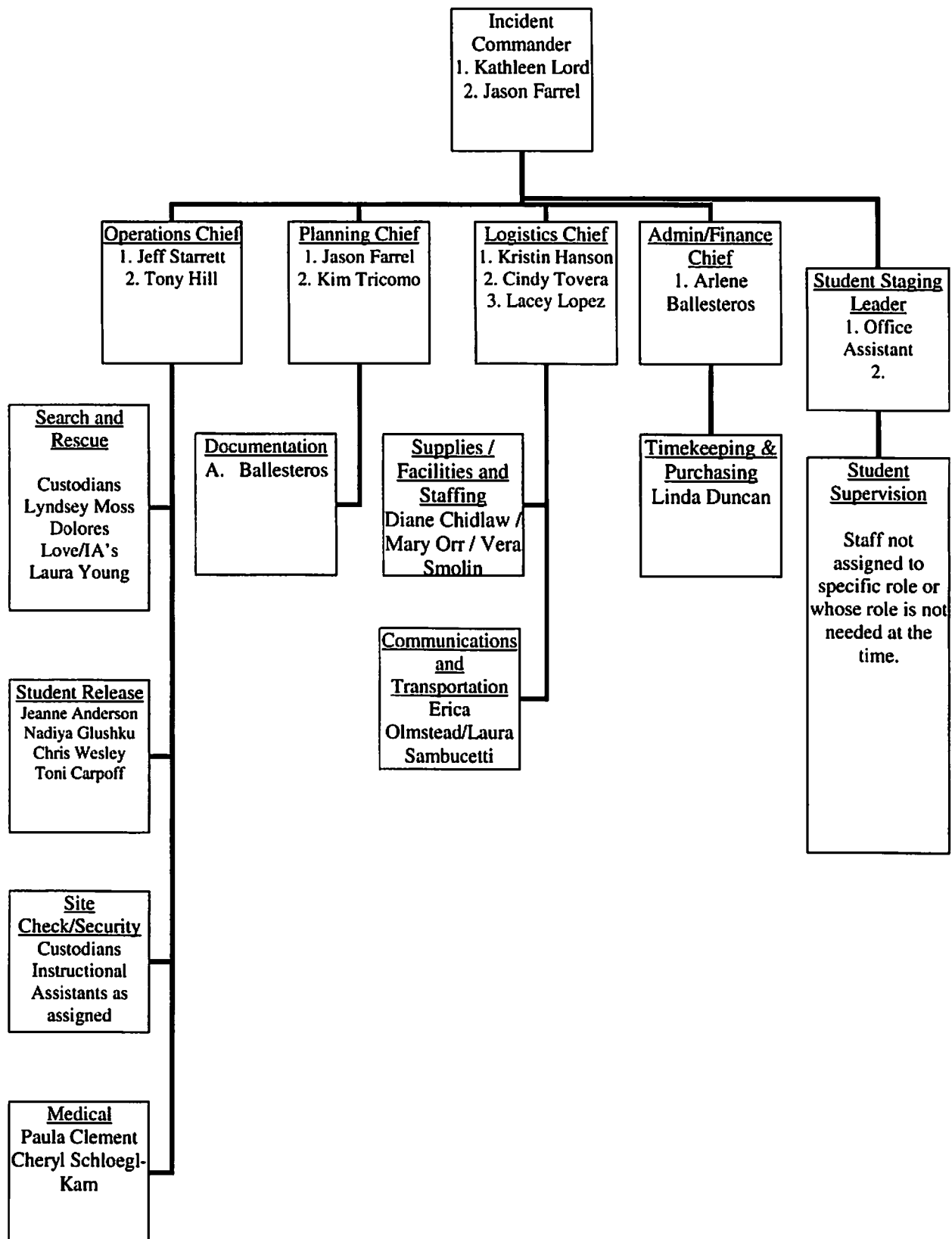
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 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. 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 commander (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. 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.

## North Country Elementary School Incident Command System





## Incident Command Descriptions

***Incident Commander:*** The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

### ***Admin/Finance Chief***

Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

Maintain an activity log (scribe) and write after-action report

Check attendance for that day for both students and adults

***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.

Report to Command Post (immediately or upon handing off students)

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Maintain an activity log (scribe) and write after-action report

***Operations Chief:*** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the "Doers", performs the "hands on" response.



Immediately report to Command Post  
Supervise and direct activities of all groups assigned to Operations through the Team Leaders  
Identify alternate staging areas as needed (to IC and Logistics)  
Identify alternate resource requirements (to IC and Logistics)  
Deploy resources  
Make changes as necessary to action plan based upon reports from group leaders and Planning Chief  
Update IC and IC Team with status reports  
Maintain an activity log (scribe) and write after-action report

*Planning Chief:* 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.

Report to Command Post (immediately or upon handing off students)  
Collect EOC forms and develop a briefing on incident size and scope for IC Team.  
With Ops, gather incident information and updates from team leaders.  
Send and supervise runners, if needed, to gather incident information  
Share information needed for decision making with IC Team  
Prepare estimates of incident escalation or de-escalation for IC Team  
Report to Safety any conditions that may cause danger  
Maintain an activity log (scribe) and write after-action report

*Communications:* This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc.). They will communicate crisis progress or changes within the site and with District Office.

*Documentation:* This person will collect, evaluate and document information about the development of the incidents and the status of resources.

*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, such as local police and fire departments.

*Medical Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. 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.

*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. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

*Site Check/Security Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their

students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

*Situation Analysis:* The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

*Staffing Assignment Coordinator:* This individual will use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They 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. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

*Student Supervision Team:* This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision

Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

*Supplies/Facilities:* This person will locate and provide facilities, equipment, supplies and materials as needed.

*Timekeeping & Purchasing:* This person will maintain accurate records of staff hours and of purchases.

*Transportation:* The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2      STAGING AREAS**

### **Indoor Command Post:**

1. Front Office
2. Sequoia 1

### **Outdoor Command Post:**

1. Picnic bench area
2. Outside of Laurel 1 (Basketball courts)

**Triage Area:** Multi-purpose Room

**Parent Reunification Area:** History Center gate on Brown Otter

**Bus Staging Area:** In front of school office

**Media Staging Area:** West parking lot near apartment buildings

**Off-Site Evacuation Location:** [REDACTED]

**Directions:**

### **SECTION 3      LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds which requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Spinelli Elementary. (See page 12). Upon arrival, call North Country with names of students in your care.

Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: "Mr. Q Dial 1", which will identify a real event.

#### **A) Classes in progress (not during lunch)**

Ignore any fire alarms. Assume duck and cover position. Build barrier if Mr. Q signal is given.

#### **B) Class enroute in progress**

Direct class to nearest building. Ignore any fire alarms.

#### **C) Lunch is in session**

Duck and cover signal will be initiated. Students in the cafeteria will follow the instructions of the faculty in the cafeteria. All doors should be locked. (If custodian is not available to do this, someone needs to get a key in office) Check door on the stage. Students on the playground follow procedures to get inside.

Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students

should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of your location. Roll of all students in room must be taken.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as computer labs or empty classrooms. Arrangements should be made so that students are moved to a secure room when possible. If not possible, barricade the doors with tables, desks and chairs.

When a teacher with a class hears one of the lockdown signals, he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting, by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific

individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.



## **SECTION 4      EVACUATION PROCEDURES**

### **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 the off-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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### **Evacuation of School Grounds**

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off-site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board the bus to [REDACTED]. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### **School Evacuation Instructions**

#### **Exit the Building**

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

#### **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 Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

- 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 they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### 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 the blacktop/field either to board busses or to walk to [REDACTED].

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### Exit Route

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 emergency information must be taken with them during the drill.

## **SECTION 5      STUDENT RELEASE PROCEDURES**

### **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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6      SCHOOL PARTNERSHIPS**

### Off Site Partnership



Directions:

## SECTION 7      RESOURCES

### Staff Special Skills

#### Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
<b>Kindergarten</b>			
Toni Brinks			
Paula Clement			
Lacey Lopez			
Cindy Tovera			
<b>1<sup>st</sup> Grade</b>			
Kristin Hanson			
LoAnne Jackson			
Chris Wesley			
<b>SDC</b>			
Dawn Shepard			
<b>2<sup>nd</sup> Grade</b>			
Jeanne Anderson			
Anne Merdinger			

Staff Member	Phone Number	Health Concerns	Special Skills
<b>3<sup>rd</sup> Grade</b>			
Erica Olmstead			
Penny Rittenhouse			
Laura Sambucetti			
<b>4<sup>th</sup> Grade</b>			
Lura Anderson			
Jeff Starrett			
<b>4/5</b>			
Jim Kennedy			
<b>5<sup>th</sup> Grade</b>			
Jolinda Smith			
Kim Tricomio			
<b>6<sup>th</sup> Grade</b>			
Lori Day			
Tony Hill			
<b>Other Certificated</b>			
Diane Chidlaw			

Jason Farrel			
Kathleen Lord			
Dolores Love			
Sandy Mallory			
Cheryl Schloegl-Kam			
Laura Young			
<b>Classified</b>			
Arlene Ballesteros			
Toni Carpoff			
Tina Cosio			
Linda Duncan			
Nadiya Glushku			
Marry Orr			
Vera Smolin			
Mary			
Lyndsey Moss			
Roxanna Crow			
Maria Pickett			
Susie Sutter			
Robin Huebner			
Terry Gunther			
Lisa Bjerke-Flores			
Kevin Brannon			
Charles Gary			
Michael Bennefeld			



## **SECTION 8        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 may be assigned to each of the following people:

Principal  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### **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, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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 Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (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
- North Country Elementary School: (916) 338-6480
- 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

## **SECTION 10      LETTERS HOME**

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. 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.

## **SECTION 11      AFTERMATH**

### **Counseling**

The need for a proactive counseling program cannot be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12      TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video –February 5, 2013
- CPR Training – As arranged by the district
- Mandated Child Abuse Reporter Training – March 19, 2013
- Triage Training – February 19, 2013

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2      BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### **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:
  - i. 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.
  - ii. Ask the caller three questions, in this order:
    1. 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.)
    2. 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.)
    3. 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.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. 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.
- 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 a while, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this 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:

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#### 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\_\_\_\_\_

Department\_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 3      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4      CHEMICALS/BIOHAZARD/GAS ODOR**

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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.

In order for the "in-place-shelter procedure" 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 students 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.

## **SECTION 5      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.**
- 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.**

## **SECTION 6      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. During 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, electrical 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 electrical 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. **NOTE:** Prior to reentering the building, 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.



## **SECTION 7      FIRE/EXPLOSION**

### **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. 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.

### **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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

#### 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 district maintenance department 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.

## **SECTION 8      FLOOD**

### **When there is a flood at the school site**

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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 "Re-Entry of 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.

## **SECTION 9      GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10      HOSTAGE SITUATION**

### 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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. (The red letter Q) 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 red letter Q from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 338-6480 or the administrator at 338-6481. The office's number 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 will verbally call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

### 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. The principal or secretary will notify the Superintendent, if possible.
3. 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 four 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 intruder alert. 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.
4. Teachers will go in the opposite direction of the intruder.
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.

## **SECTION 11     HOSTILE VISITOR**

### 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 or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
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 can be achieved.

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.

### 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 will be initiated. Students located in outside areas 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

**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.



## **SECTION 12      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).
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.

## **SECTION 13      MEDICAL EMERGENCY**

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 principal. This list must be updated and distributed to the staff annually.

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.

### **First Aid Stations**

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### **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/her.
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 is 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

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 is 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.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
    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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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:
    - The victim begins to breathe without your help
    - The victim has no pulse (begin CPR).
    - Another trained rescuer takes over for you.
    - 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:
    - The child begins to breathe on his/her own.
    - The child has no pulse (begin CPR).
    - Another trained rescuer takes over for you.
    - 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for 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. 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. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://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

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### **Access into Building**

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### **Student Accountability**

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### **Photo Identification Badges**

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### **Visitor Badges and Log**

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.



## **SECTION 15      PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 16      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.

## **SECTION 17     SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint 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.

#### **North Country Mission Statement**

To guide and encourage each student  
To thrive, to seek, to discover and to lead  
In order to be prepared for life's challenges.

#### **North Country Vision Statement**

At North Country we begin with the end in mind in order  
to clearly understand our destination.  
All students are prepared for the 21st century through  
leadership and critical thinking skills.

#### **North Country Motto**

Developing leaders, one child at a time.

## **SECTION 2      DESCRIPTION OF SCHOOL CLIMATE**

**People and Programs:**

Create a "caring and connected" school climate.

North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. Students' strengths and talents surface when extra-curricular activities are provided. Before and after school activities are hosted by teachers and include visual and performing arts for intermediate grades.

### **Objective 1:      Creating a caring school climate – Staff Collaboration**

As a result of a grant from FranklinCovey, our school is working toward being a Lighthouse Leadership School. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide their personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

#### **1. Related Activities**

##### **a) Engage- Mentor and Model the 7 Habits**

- Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
- Spend time during staff meetings to share best practices for integrating the 7 Habits into the curriculum
- Model 7 Habits language in staff meetings, newsletters and hallway communication
- Display leadership tools in classrooms and incorporate into lessons
- Use music, art and technology to reinforce individual worth and leadership
- Establish classroom mission statements encouraging student input
- Post 7 Habits leadership quotes and other leadership displays throughout the school
- Establish school wide leadership roles for which students must apply and interview
- Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

### **Objective 2: Meaningful Student Participation**

Provide students with meaningful leadership roles and responsibilities

#### **1) Related Activities**

##### **a) Make leadership an obvious part of class, school and family events**

- Celebrate as students learn each of the habits; involve students in the planning of celebrations
- Provide students with meaningful leadership roles and responsibilities

- Support students in designing and leading school wide initiatives and projects
  - Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
  - Ensure that 100% of the students have an opportunity to participate in a leadership role
  - Meet with Student Leadership Council monthly to plan and support community service projects and school wide activities
- b) Cooperative learning Big Buddy activities between older and younger students
- Instills empathy in older students
  - Develops a sense of competency in older students
  - Helps both older and younger students to feel cared about and relate to school
  - Gives older students the opportunity to model and apply the 7 Habits with younger students
- c) Student Recognition
- Spirit Assemblies are held during each grading period
    - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
    - Club members are recognized during Spirit Day
  - Timberwolf Tickets awarded to students displaying proactive behavior during recesses
  - North Country cash awarded to students to spend at North Country Store
  - Leadership certificates awarded monthly
- d) Leadership strategies are implemented along with expected positive behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive also embedded within The 7 Habits
- Seven Habits tree in every classroom and the multi-purpose room
  - Student Rules Assembly held twice each year reinforces expectations
  - Sexual Harassment Policy defined to 4<sup>th</sup>-6<sup>th</sup> graders via video presentation approved by the district
  - Seven Habits principles embedded within the curriculum which includes ethical issues and doing the right thing when nobody is watching
- e) Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them
- Timberwolf Trotters before school walking program for students in grades 1-6
  - Tech Mentors computer technology instruction for students in grades 4-6
  - Conflict Managers – students in grades 5-6 assist students during recess in solving conflicts and disagreements
  - Art Club Grades 4-6
  - Garden Club grade 6
  - After school G.A.T.E. program
  - TLC Timberwolf Learning Club grades 1-6
  - Spring Musical Production/Drama Club Grades 4-6
  - Student Leadership Council grades 2-6
  - Band- Grades 4-6
  - Newscasters announce the morning news
- f) School-wide events, programs and assistance for students
- ISPS (In School Postal System)
  - Author Day
  - Accelerated Reader

- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy

### **Objective 3: Parent/Student Communication**

Help parents, students and community to understand the 7 Habits language and value of a leadership model and include parents in school wide activities

#### **1) Related Activities**

- a) Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview
- b) Send parents a list of recommended books that reinforce the 7 Habits
- c) Character education- The Leader In Me; one habit highlighted monthly
- d) Foyer Bulletin board highlights progress of Leadership
- e) Encourage parent classroom volunteers
- f) Title I and Leader In Me parent nights
- g) Involvement with PTA family activities:
  - Fall festival
  - Monthly PTA meetings
  - North Country student store
  - Scholastic book fairs
  - Reindeer Lane – participation in Santa's Breakfast
  - Participation in school-wide events
  - Student assemblies
  - Open House event
- h) Communication methods to keep parents aware of school news and activities
  - A blog updates the Timberwolf Times newsletter featuring school-wide events and student accomplishments posted on the North Country website
  - North Country website featuring school calendar and teacher e-mail
  - Title I parent informational night and morning coffees to explain the program and what is available for students in all grade levels
  - Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students' parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan.
  - Automatic dialing system to inform parents about occurring events (minimum days, special events)
  - PTA meets once each month
  - SSC (School Site Council) meets each month.
  - ELAC (English Language Advisory Council) meets three times each year (translators provided)
  - Back to School Night/Open House dinner

- Teachers will contact parents via phone or e-mail to keep for updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Parent Teacher conferences are held twice each year
- Student recognition awards
- Parents of absent students are called daily

## **SECTION 3       SCHOOL CLIMATE GOALS**

### **Objective 1:       Creating a caring school climate**

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

#### **1) Related Activities**

##### **a) Goal Setting**

- All students will develop a personal goal
- All students will develop an academic goal
- All students will understand and model the Seven Habits of Highly Effective People
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

##### **b) School-wide events, programs and assistance for students**

- ISPS (In School Postal System)
- Author Day
- Accelerated Reader
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.



- Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- Behavior Support Plans/Charts if appropriate
- Varied clubs and activities to cover student interests

c) Character Education – The Leader In Me

- A habit or principle is highlighted monthly by teachers, reinforced by administrators
  - Students best representing each principle earn certificates
- Students are encouraged to apply the habits when out on the playground and collaborating in the classroom
- Schools with character education programs have reported gains in reading and math scores
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

d) Integrated Curriculum and Instruction

- Refer to concepts from the 7 habits appropriately during lessons
- Use literature to teach and reinforce the habits
- Display and share lesson objectives with students
- Use classroom assignments and projects to reflect a clear understanding of seven habits content
- Allow staff opportunities to share instructional strategies

## **SECTION 4      DESCRIPTION OF PHYSICAL ENVIRONMENT**

Create a physical environment that communicates respect for learning and for individuals.

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of re-locatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified 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. The school was most recently painted in 2009. 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 grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### **Internal Security Procedures**

North Country 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 North Country.

The site administrator contributes 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.

The Twin Rivers Police Department is consulted to help maintain and to promote a safe and orderly school environment. North Country 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 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. Bars have been installed on two computer labs to help prevent theft.

### **Inventory System – Engraved ID, Security Storage**

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment**

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

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

### **Objective 1: Student Safety relating to Emergency Procedures**

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

#### **1) Related Activities**

- a) Drills for fire and intruder on campus are held monthly
- b) Specific emergency procedures are listed in this handbook and are distributed to all staff members, with copies in the office available to parents and law enforcement
  - The plan is updated yearly and approved by SSC and The Board of Trustees
  - The plan is reviewed by the staff at least once a year
  - The District's Safety Committee meets periodically to make review recommendations which are then shared with staff members at North Country
- c) Safety information is included in the parent handbook which is posted on North Country's website
- d) The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus
- e) All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- f) Classrooms remain locked during the school day
- g) Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
- h) Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- i) It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- j) The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check
- k) The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

### **Objective 2: Student Safety within the daily routine**

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

#### **1) Related Activities**

- a) Staff members communicate with students on a personal level

- b) Student Safety Leaders available during recesses
- c) Character Education Program – The Leader In Me is integrated throughout the curriculum
- d) Red Ribbon Week, Author Day and other assemblies carry a “Be Proactive” theme with specific emphasis on proactive behavior and expanding your circle of influence
- e) Freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- f) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- g) Sexual Harassment information for students in grades 4-6
- h) Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use Seven Habits language

### **Objective 3: Student Health**

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

#### **1) Related Activities**

- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet four times a week before school to walk the campus
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE and Sac State PE interns are requested each year
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District’s nurse and may be requested by a teacher, parent or SST member
- g) Resources for vision, medical and dental are available through the District nurse or through Spinelli School’s Healthy Start program
- h) Notification of contagious disease (or lice) is facilitated by the District’s nurse or health assistant
- i) All adults working with students must have a valid TB test
- j) Students sent home for lice must be screened by District health personnel before returning to class
- k) District health personnel review student shot records annually
- l) Dental screening for all students through district’s Healthy Start program
- m) Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- n) Counselors/mentors available for students designated “HOMELESS” THROUGH Healthy Start

## **SECTION 6      SIGNATURE SHEET**

North Country School'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 are 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>Kathleen Lord</u>	Principal	_____
<u>Jason Farrel</u>	Teacher	_____
_____	Teacher	_____
_____	Counselor	_____
<u>Toni Carpoff</u>	Library Technician	_____
<u>Felicia Montgomery</u>	SSC Parent	_____

## APPENDIX A STAFF LIST

### North Country School Staff List

Kathleen Lord, Principal  
Jason Farrel, Academic Coordinator  
Diane Chidlaw, Title 1 Coordinator

Certificated		Classified	
Brinks, Toni	PM Kdg	Ballesteros, Arlene	Secretary
Clement, Paula	AM Kdg	Miranda, Martha	Office Assistant
Lopez, Lacey	Kick Start		
Tovera, Cindy	AM Kdg	Duncan, Linda	Title 1 Secretary
Hanson Kristin	1st	Gary, Charles	Lead Custodian
Jackson, LoAnne	1st	Brannon, Kevin	Day Custodian
Wesley, Chris	1st		
		Orr, Mary	Cafeteria Mgr.
Anderson, Jeanne	2nd	Smolin, Vera	Cafeteria
Merdinger, Anne	2nd		
		Crow, Roxana	SDC – I/S PH
Rittenhouse, Penny	3rd	Glushku, Nadya	Bilingual Aide
Sambucetti, Laura and	3rd	Moss, Lyndsey	RSP – I/S
Olmstead, Erica		Pickett, Maria	SDC – I/S ph
Anderson, Lura	4th	Bjerke-Flores, Lisa	I/A – Title 1
Starrett, Jeff	4th	Cosio, Tina	I/A – Title 1
		Gunther, Terri	I/A – Title 1
Kennedy, Jim	4 <sup>th</sup> /5 <sup>th</sup>	Huebner, Robin	I/A – Title 1
		Pickett, Marie	I/A – Title 1
Smith, Jolinda	5th	Sutter, Suzanne	I/A – Title 1
Tricomo, Kim	5th		
		Carpoff, Toni	Library Tech
Day, Lori	6th		
Hill, Tony	6th	Bennefeld, Michael	Computer Tech
Shepard, Dawn	SDC		

<b>Schloegl-Kam, Cheryl</b>	<b>RSP</b>		
<b>Love, Dolores</b>	<b>Title 1</b>		
<b>Young, Laura</b>	<b>Speech</b>		

## APPENDIX B      STAFF'S CLASSROOM TELEPHONE NUMBERS

TEACHER/STAFF	EXT	Voice Mail	BLDG/ZONE	ROOM #
Anderson, Jeanne	214	606	OAK/07	3
Anderson, Lura	205	615	WILLOW/04	2
Ballesteros, Arlene	481	481	HEMLOCK/01	
BREAK ROOM	104	104	HEMLOCK/01	BREAK ROOM
Brinks, Toni	212	609	PINE/06	2
Carpoff, Toni	106	106	HEMLOCK/01	LIBRARY
Chidlaw, Diane	107	107	HEMLOCK/01	TITLE 1
Clement, Paula	212	609	PINE/06	2
COMPUTER LAB	109	109	HEMLOCK/01	COMP LAB
COMPUTER LAB	207	618	CYPRESS/05	1
COMPUTER LAB	130	630	CEDAR/11	1
CYPRESS WORK ROOM	222	623	CYPRESS/05	WORK ROOM
Day, Lori	126	629	ASPEN/10	3
Duncan, Linda	105	105	HEMLOCK/01	TITLE 1
Farrel, Jason	486	486	HEMLOCK/01	
Glushku, Nadiya-ELD	135	635	LAUREL12	3
Hanson, Kristin	219	600	MAPLE/08	1
Hill, Tony	129	626	COTTONWOOD/02	3
IEP/SST MEETING ROOM	523	638	BIRCH/SPRUCE/09	3
Jackson, LoAnne	218	601	MAPLE/08	2
Kennedy, Jim	204	614	WILLOW/04	1
Kitchen	489	108	HEMLOCK/01	KITCHEN
Lopez, Lacey	213	608	PINE/06	1
Lord, Kathy	485	485	HEMLOCK/01	OFFICE



Mallory, Sandy-Psych	522	637	BIRCH/SPRUCE/09	2
MAPLE WORK ROOM	224	603	MAPLE/08	WORK ROOM
Merdinger, Anne	216	604	OAK/07	1
Miranda, Martha	482	482	HEMLOCK/01	
NURSE	103	103	HEMLOCK/01	NURSE
OAK WORK ROOM	223	607	OAK/07	WORK ROOM
Olmstead, Erica	208	619	CYPRESS/05	2
Rittenhouse, Penny	209	620	CYPRESS/05	3
Sambucetti, Laura	208	619	CYPRESS/05	2
Schloegl-Kam, Cheryl	132	632	CEDAR/11	3
SEQUOIA WORK ROOM	220	613	SEQUOIA/03	WORK ROOM
Shepard, Dawn	211	622	CYPRESS/05	5
Smith, Jolinda	203	612	SEQUOIA/03	3
Starrett, Jeff	206	616	WILLOW/04	3
TITLE 1	525	640	BIRCH/SPRUCE/09	SPRUCE
TITLE 1 READING LAB	133	633	LAUREL12	1
Tovera, Cindy	213	608	PINE/06	1
Tricomo, Kim	201	610	SEQUOIA/03	1
Wesley, Chris	217	602	MAPLE/08	3
WILLOW WORK ROOM	221	617	WILLOW/04	WORK ROOM
Young, Laura-Speech	521	636	BIRCH/SPRUCE/09	1
	116	116	HEMLOCK/01	STUDENT
	215	605	OAK/07	2
	202	611	SEQUOIA/03	2
	210	621	CYPRESS/05	4
	127	624	COTTONWOOD/02	1

	128	625	COTTONWOOD/02	2
	124	627	ASPEN/10	1
	125	628	ASPEN/10	2
	131	631	CEDAR/11	2
	134	634	LAUREL12	2
	524	639	BIRCH/SPRUCE/09	4

CDC

332-5185

**Appendix C**  
**(Insert Utility Shut-off Map Here)**

**Appendix D**  
**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**

## APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

Category

Number

Description

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

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.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

*Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information:
Disposition:

# **California Child Abuse and Neglect Reporting**

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

## **Who Are Mandated Reporters?**

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.

- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, *except for volunteer firefighters*.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.



Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.  
"Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

## APPENDIX H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT		TO BE COMPLETED BY REPORTING PARTY Pursuant to Penal Code Section 11166																																	
<b>A. CASE IDENTIFICATION</b> VICTIM NAME: _____ REPORT AGENCY NAME: _____ DATE OF REPORT: _____																																			
<b>B. REPORTING PARTY</b>	NAME/TITLE _____																																		
	ADDRESS _____																																		
<b>C. REPORT SENT TO</b>	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: _____																																		
<b>D. INVOLVED PARTIES</b>	<b>VICTIM</b>																																		
	NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ BIRTHDATE _____ SEX _____ RACE _____																																		
	PRESENT LOCATION OF CHILD _____ PHONE ( ) _____																																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>NAME</th> <th>BIRTHDATE</th> <th>SEX</th> <th>RACE</th> <th>NAME</th> <th>BIRTHDATE</th> <th>SEX</th> <th>RACE</th> </tr> <tr> <td colspan="4">1. _____</td> <td colspan="4">4. _____</td> </tr> <tr> <td colspan="4">2. _____</td> <td colspan="4">5. _____</td> </tr> <tr> <td colspan="4">3. _____</td> <td colspan="4">6. _____</td> </tr> </table>			NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE	1. _____				4. _____				2. _____				5. _____				3. _____				6. _____			
	NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE																											
	1. _____				4. _____																														
	2. _____				5. _____																														
	3. _____				6. _____																														
	<b>PARENTS</b>																																		
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____																																		
ADDRESS _____																																			
HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____																																			
NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____																																			
ADDRESS _____																																			
HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____																																			
<b>E. INCIDENT INFORMATION</b>	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:																																			

SS-8583 (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

## **APPENDIX I                      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.)

## **APPENDIX J            SCHOOL DISCIPLINE RULES AND PROCEDURES**

### **Discipline Policy**

**3 Citations/Referrals** = Principal or Admin. Designee will send out a parent notification letter and will start a chronic behavior file for the student.

**4<sup>th</sup> Citation/Referral** = Parent/Student/Teacher Behavior Meeting.

**5<sup>th</sup> Citation/Referral** = 1 day in-house suspension

**6<sup>th</sup> Citation/Referral** = 1 day suspension and develop a Behavior Support Plan

**7<sup>th</sup> Citation/Referral** = 2 day suspension and action taken by administrator.

- Actions could include: SST/IEP or SARB
- Notify appropriate agencies/individuals: CPS, Sheriff, Social Worker, Special Education Program Director

**This plan does not include Class I Offenses which may result in suspension on the first offense.**

#### **Teachers are Responsible for...**

- Establishing a classroom management system and atmosphere that elicits proper behavior and which gives every student the full opportunity to pursue his/her studies without disruption.
- Developing concise classroom limits and clearly communicating them to students and parents.

#### **Communicating with Students and Parents Regarding...**

- Behavior successes.
- Behavior problems and proposed solutions.
- Maintaining an atmosphere that is supportive of each student's dignity.
- Assisting in the development and enforcement of school rules.

#### **The Principal is Responsible for...**

- Supporting teachers by assisting in developing a behavioral support plan for disruptive students and by holding conferences with parents when necessary.
- Defining the referral procedures and everyone's part in those procedures.
- Enforcing the discipline plan within the existing district, state, and federal laws.
- Maintaining an atmosphere that is supportive of each student's dignity.

### **Discipline Procedures**

Emphasis is placed on positive recognition of good citizenship. When students disobey necessary rules and procedures, each incident is reviewed independently.

Our first step when inappropriate behavior is displayed is a verbal warning and/or redirection

If behaviors persist, further action will be taken which may include, but is not limited to: parent contact, office referral, or written behavior referral.

**In emergency incidents, the child will be sent directly to the principal.**

### **Due Process – Students and Parents**

1. All students will be informed of school, playground and classrooms standards. Whenever a student is consistently violating any one of the rules, which are enforced to assure safety and learning for all students, parents will be notified by phone or letter soliciting their cooperation in preventing further violations.
2. Children who are having difficulty fulfilling their responsibilities will receive assistance through the cooperative effort of classroom teaching staff, specialist staff, administration and parents.

3. State Law provides that pupils may be detained in school for disciplinary and other reasons for not more than one hour after the close of the maximum school day. Parents will be notified by school personnel that their child is being detained prior to his/her actual detention.
4. Pupils may be suspended from school for continued willful disobedience and open and persistent defiance of authority.

Under California Law there are 4 violations for which a student may be suspended from school and recommended for expulsion on the first offense without prior notification to the student and/or the parent. These are described in Education Code 48900 as follows:

- A. Caused, attempted to cause or threatened to cause physical injury to another person.
  - B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects unless, in the case of possession of any such object, the pupil has 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. 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 intimidated, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in kindergarten or grades 1-3.
5. No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including but not limited to any of the following:
    - A. While on school grounds.
    - B. While going to or coming from school.
    - C. During lunch period, whether on or off the campus.
    - D. During or while going to or coming from, a school sponsored activity.

It is the intent of the legislature that alternative to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (Amen. Stats. 1986, Ch.1136.)

## Referrals

1. The staff member who issues the referral will complete the form in full and discuss with the student the reason for issuing the referral.
2. The student is expected to take the copy home, or it will be sent home via e-mail. Students are to discuss the problem with his/her parents; *this is the student's responsibility*. Parents are to sign the copy and return it to school or acknowledge the referral via e-mail.
3. The student's teacher will process the referral according to the North Country Behavior Plan.

A teacher, administrator, secretary and/or instructional assistant will complete a student referral form when the behavior problem involves one of the reasons identified below:

1. Attempted, threatened or caused injury to another person.
2. Possession of a dangerous weapon (knife, gun, explosive, etc.)
3. Unlawful possession of a controlled substance.
4. Sexual Harassment
5. Use or possession of tobacco
6. Use of profanity or vulgarity or committed an obscene act.
7. Disruption of school activities/defiance of authority.
8. Excessive tardiness and/or absences.
9. Theft or damage to school or private property.
10. Other acts that disrupt the flow of instruction, or compromises the safety of the students.



Each teacher's classroom management plan will be presented to students at the very beginning of the school year and it will be reviewed periodically throughout the school year to ensure that new and continuing students know and understand the expectations of the classroom. When students misbehave in the classroom to the point in the teacher's plan where a student referral is indicated, the teacher will complete the referral form and process it accordingly. (The teacher will be able to provide documentation of prior intervention steps taken at the time the referral is made as indicated on the referral form if the referral is being made for a habitual problem in the classroom). A student receiving three or more referrals will have a Chronic Behavior File.

The administrator will meet with the student who has received a Class I referral and allow the student an opportunity to respond to the charges made against him/her. The student's response will be recorded on the referral form. Class I referrals relate to numbers 1-4 above.

The administrative action taken will depend on the severity of the action which lead to the referral and the previous disciplinary actions the student has encountered.

Regardless of the administrative action taken on any and all student referrals, each and every student and parent will be ensured of due process under the California Education Code.

## APPENDIX K SUSPENDABLE OFFENSES

### 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.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

**APPENDIX L      PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS**

**Center Joint Unified School District  
Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **APPENDIX M     HATE CRIME**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)

## **APPENDIX N      NONDISCRIMINATION/HARASSMENT**

### **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.

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Dudley Elementary

**Date:** January 11, 2013

**To:** Center Unified Board of Trustees

**From:** Dudley Elementary (Lisa Coronado)

**Action Item** X

**Information Item**

**# Attached Pages** 94

**Principal's Initials:** LC

**SUBJECT:**

**Approve 2012-2013 Safe School and Emergency Preparedness Plan -  
Dudley Elementary**

**CONSENT AGENDA**



# **Arthur S. Dudley Elementary School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2013

## **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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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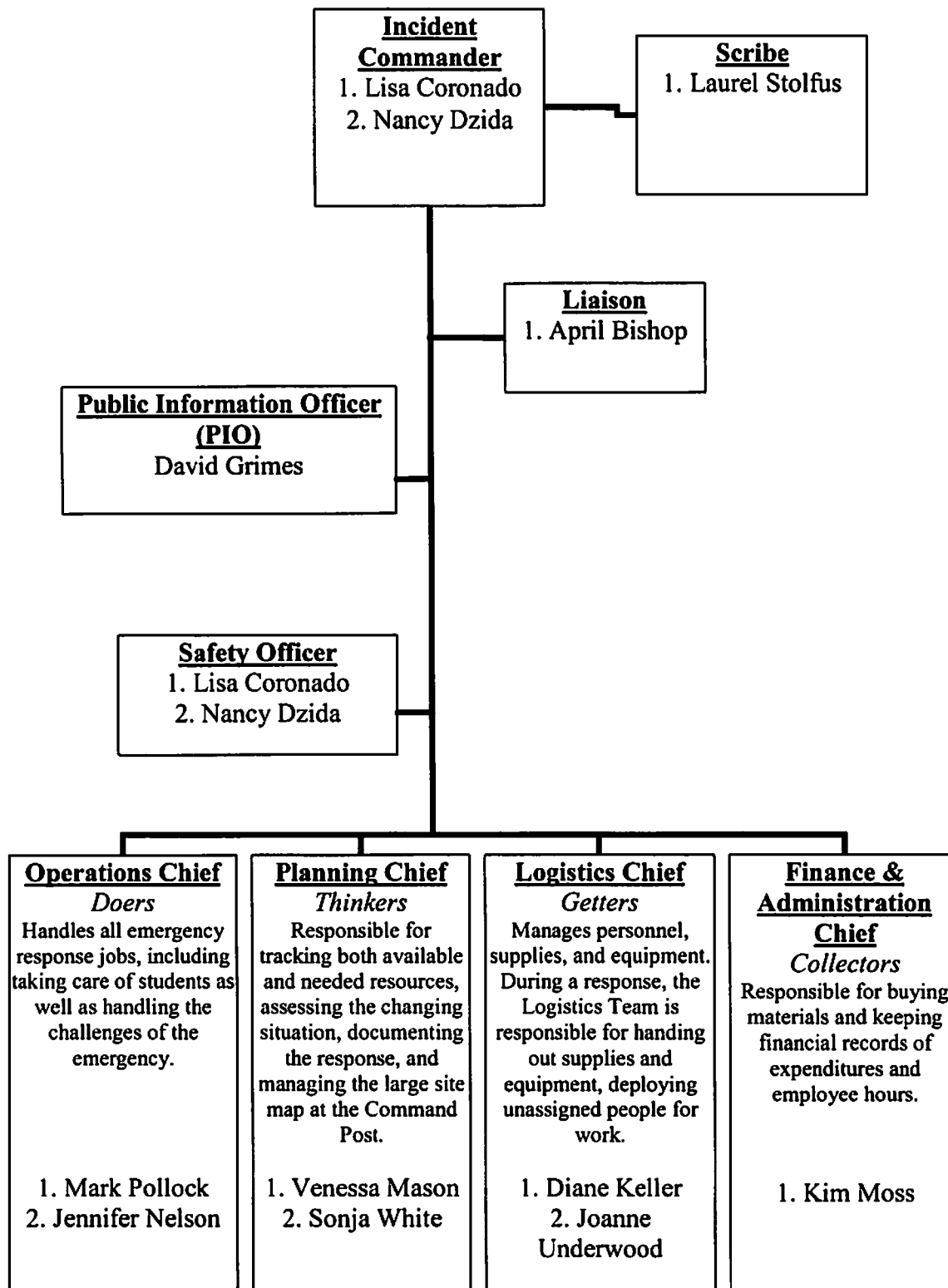
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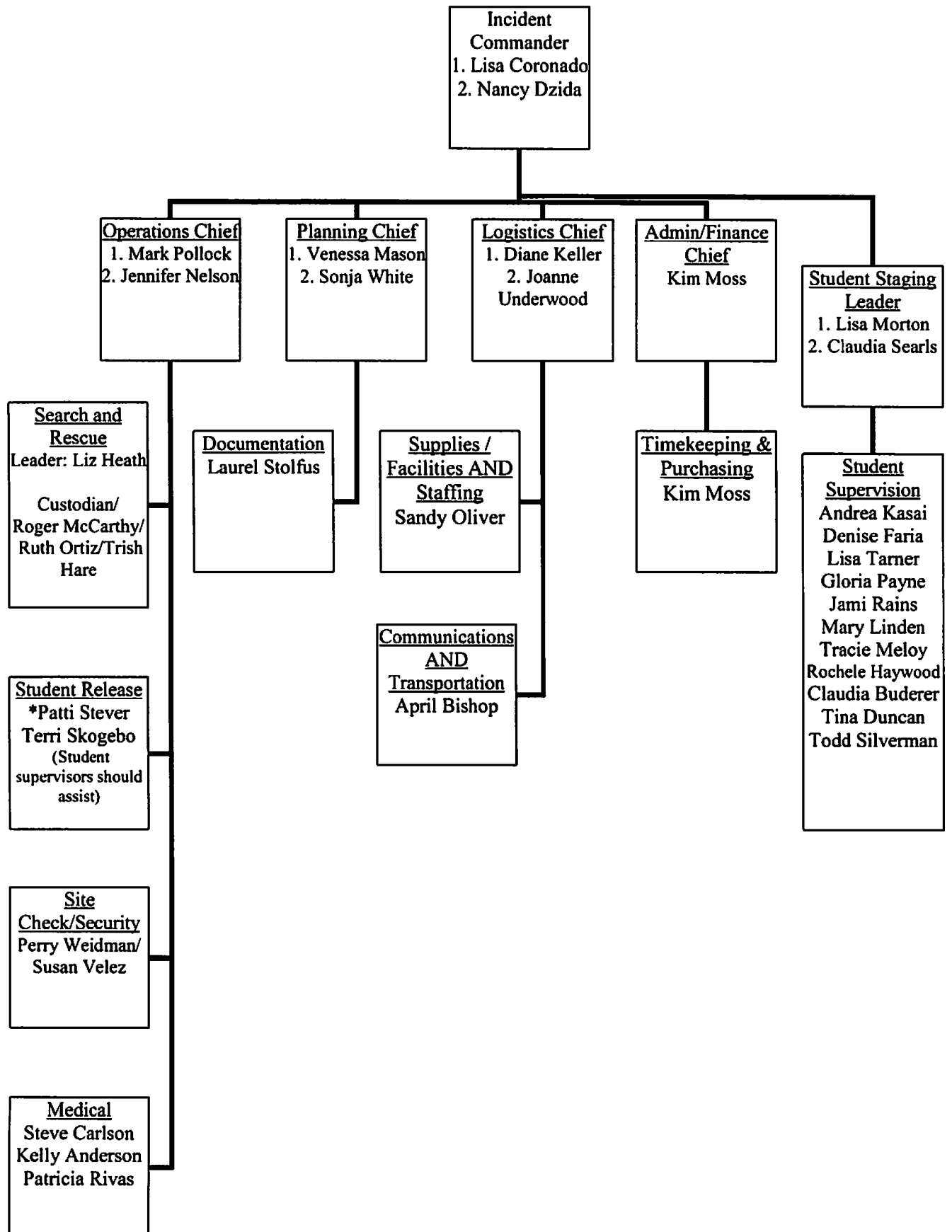
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 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. 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 commander (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. 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.

## Dudley Elementary School Incident Command System





## Incident Command Descriptions

*Incident Commander:* The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

*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.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

**Operations Chief:** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** 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.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**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, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They



will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. 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.

*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. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

***Site Check/Security Team:*** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

***Situation Analysis:*** The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

***Staffing Assignment Coordinator:*** The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

***Student Release a.k.a. Parent Reunion Coordinator:*** This team will supervise the release of students. They will document the persons picking up students. They 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. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:*** This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:*** This person will maintain accurate records of staff hours and of purchases.

***Transportation:*** The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2 STAGING AREAS**

Indoor Command Post:

1. Office
2. Library

Outdoor Command Post:

1. Benches on the side of M4
2. Gazebo behind multipurpose room

Triage Area:

Blacktop in front of M9-M12

Parent Reunification Area:

School Parking Lot

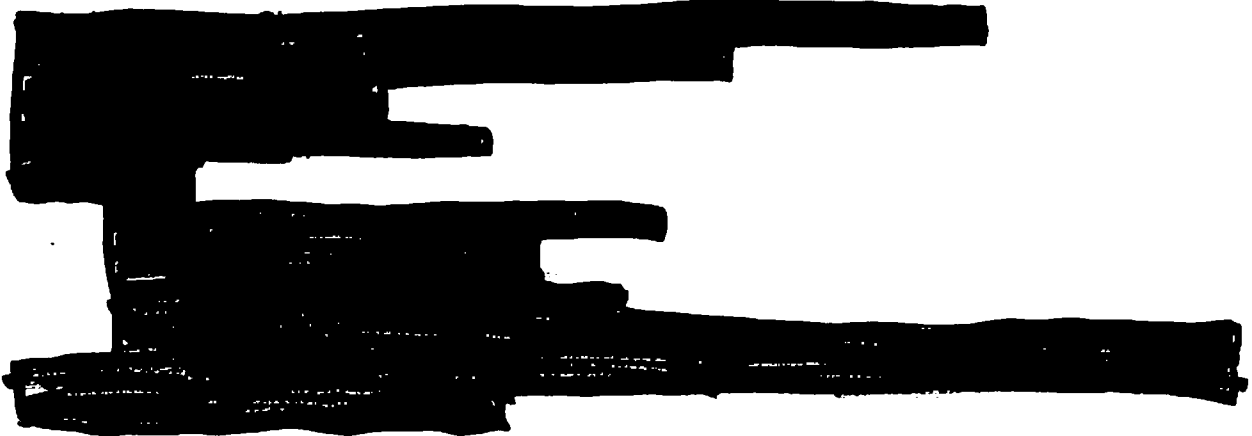
Bus Staging Area:

Aztec Way

Media Staging Area:

Parking lot adjacent to Dudley Elementary

Off-Site Evacuation Location:



### **SECTION 3 LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

## **SECTION 4 EVACUATION PROCEDURES**

### 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 the off 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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board along Aztec 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

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

#### 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 Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

- 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 they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### 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 the blacktop/field either to board busses or to walk to [REDACTED]

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### Exit Route

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 emergency information must be taken with them during the drill.

## **SECTION 5 STUDENT RELEASE PROCEDURES**

### 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnerhsip

## **SECTION 7 RESOURCES**

Staff Emergency Information

**(Removed – confidential)**

## Staff Emergency Information

**(Removed – confidential)**

## Staff Emergency Information

**(Removed – confidential)**



## **SECTION 8 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  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### 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, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9 CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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 Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (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

## **SECTION 10     LETTERS HOME**

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 {insert location}. 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.

## **SECTION 11 AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12    TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- Bloodborne Pathogens for School Employees (annually) – March 22, 2011; November 8, 2011
- NIMS video (discuss components annually, can watch video every other year) – September 9, 2009; August 25, 2010, November 8, 2011
- Triage Training (every other year) – 2009/2010 school year; February 8, 2011
- Code Red Lockdown Training (annually) – February 8, 2011; October 11, 2011; January 8, 2013
- Preventing School Arson – March 22, 2011, November 8, 2011
- Mandated Child Abuse Reporter Training – January 11, 2010

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### **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:
  - i. 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.
  - ii. Ask the caller three questions, in this order:
    1. 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.)
    2. 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.)
    3. 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.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. 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.
  - 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 (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
  - e. Do not let the students know that we have a bomb threat. Treat this 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:

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#### 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\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No.\_\_\_\_\_

Dept. Phone No.\_\_\_\_\_

Home Address\_\_\_\_\_

Home Address\_\_\_\_\_

Date:\_\_\_\_\_

## **SECTION 3      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4      CHEMICALS/BIOHAZARD/GAS ODOR**

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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.

In order for the "in-place-shelter procedure" 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 students 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.

## **SECTION 5 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.
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.

## **SECTION 6 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. During 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, electrical 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. Evacuate the building.
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 electrical 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

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.



## **SECTION 7 FIRE/EXPLOSION**

### 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. 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.

### 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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

#### 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 district maintenance department 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.

## **SECTION 8 FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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 "Re-Entry of 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.

## **SECTION 9 GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10 HOSTAGE SITUATION**

### 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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. 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 note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number 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 will verbally call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

### 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. The principal or secretary will notify the Superintendent, if possible.
3. 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 four 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 intruder alert. 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.
4. Teachers will go in the opposite direction of the intruder.
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.

## **SECTION 11     HOSTILE VISITOR**

### 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 can be achieved.

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.

### 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 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

**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.



## **SECTION 12 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).
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.

## **SECTION 13 MEDICAL EMERGENCY**

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 principal. This list must be updated and distributed to the staff annually.

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.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### 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/her.
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 is 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

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 is 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.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
    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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for 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. 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. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://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

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.



## **SECTION 15 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 16 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.

## **SECTION 17 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint 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.

#### Arthur S. Dudley Elementary Mission Statement

At Arthur S. Dudley Elementary we are dedicated to partnering with families to create a safe and respectful environment that supports student learning and development. Our mission is to guide and encourage students to meet or exceed challenging academic standards, to establish a connection to school, to be responsible and productive citizens and to be life-long learners with college as a goal for the future.

## **SECTION 4      DESCRIPTION OF SCHOOL CLIMATE**

### The School's Social Environment

Leadership at Dudley Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The school staff is committed to developing Dudley Elementary 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, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed throughout the school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

### Classroom Organization and Structure

Dudley Elementary teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies.

The teachers at Dudley Elementary 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 safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

### The School's Cultural Environment

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

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, 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.

## **SECTION 5 SCHOOL CLIMATE GOALS**

### The School Climate

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

Objective #1: A school environment that has in place supports for students' social-emotional needs will be provided.

- A school counselor will be employed. The counselor will provide small group and individual counseling and will lead conflict mediation. He will also provide support for staff and parents.
- The Dragon Pals program will support kindergarten through third grade students who exhibit impulsivity, shyness and/or difficulty with school adjustment.
- Second Step character education and social skills curriculum will be taught 30 minutes weekly in each classroom. The lesson focus will be highlighted and referred to throughout the week.
- The Healthy Play program, which allows students to practice conflict resolution and empathy, will be implemented at Dudley. All staff members, including lunch supervisors, will be trained to implement the program.
- Extracurricular clubs and school events will be provided to increase school connectedness.
- Behavior Support Plans will be created for students with chronic behavior concerns.

Objective #2: Frequent communication will be maintained among staff, students and parents.

- Parents will have access to Homelink.
- The Family Handbook will be made available on the first day of school and online and will be referenced in the school newsletter and automated calls.
- The school website will provide information regarding school activities.
- The principal will send home automated calls and emails weekly. Flyers will be attached to the email.
- Two parent/teacher conferences will be held per year.
- Staff meeting time will be provided for staff to make parent phone calls.
- The principal will provide a new family orientation before the school year begins.

## **SECTION 2      DESCRIPTION OF PHYSICAL ENVIRONMENT**

### The Schools' Location and Physical Environment

Dudley Elementary School is located in the Antelope area of Sacramento County that has an average crime rate and average poverty level. The immediate area around the school includes single family dwellings, apartments, and parks. There are no significant safety hazards in the immediate vicinity of the school.

### Description of School Ground

Dudley Elementary School was built in the 1950's and has since received upgrades and portable classrooms. The buildings have numerous corridors which surround both a California History Center and a Nature Center. The playground is grass, concrete and asphalt and includes basketball and four square courts, a play structure, baseball diamonds and soccer goals. The gates that separate the school from the main thoroughfare are kept locked during school hours. There are several wings and clusters of classrooms including both permanent and re-locatable classrooms. Other ancillary structures include: office, cafeteria, restrooms, library, teacher work room, storage sheds and a day care facility.

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.

It shall be the practice of Dudley Elementary 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

In 2008, the school received modernization funds. Improvements included: bringing the campus up to current ADA specifications, fire/life/safety upgrades, and painting. 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 are monitored for safety and appearance by the administration and individual classroom teachers.

### Internal Security Procedures

Dudley Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, and identify and provide preventative programs and activities such as the WE TIP Hotline and security cameras.

Dudley Elementary maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Included in this Safe School Plan is a school map indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/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. Dudley Elementary employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: school wide intercom system and two-way radios.

Community involvement is encouraged to help increase school safety.



#### Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

### **SECTION 3: PHYSICAL ENVIRONMENT GOALS**

#### **The Physical Environment**

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

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey.*

**Objective #1:** The physical environment of Dudley Elementary will be free of hazards.

**Related Activities:**

- Each morning, the custodian will walk through the plant and submit work orders to the school secretary for any hazards observed to ensure a safe physical environment.

**Objective #2:** 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System.

**Related Activities:**

- The parent reunification process will be included in upcoming drills.
- Students will be given injuries to act out so staff will have the opportunity to practice triage methods.
- Staff training will occur during staff meetings.
- The entire school population will participate in practice drills at least once monthly.

**Objective #3:** Staff members will wear their staff badges and carry a 2-way radio whenever outside of the classroom.

**Objective #4:** Safety kits will be stored in each classroom.

- Letters will be sent to each family requesting a bag that contains a snack, water and a comforting note/letter. This care package will be used during a disaster.
- Fundraiser profits will be used to purchase safety kits.

## **SECTION 6      SIGNATURE SHEET**

Arthur S. Dudley Elementary School'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 are 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>Lisa Coronado</u>	Principal	_____
<u>Susan Velez</u>	2 <sup>nd</sup> grade teacher	_____
<u>Gloria Payne</u>	2 <sup>nd</sup> grade teacher	_____
<u>Jami Rains</u>	4 <sup>th</sup> grade teacher	_____
<u>Patricia Rivas</u>	Library Technician	_____
<u>Sylvia Anderson</u>	SSC Parent	_____
<u>Zargheona Zaki</u>	ELAC Parent	_____
<u>Zarina Zaki</u>	Student representative	_____

## Appendix A: Staff List

Arthur S. Dudley

**2012-2013 Staff List**  
Principal – Lisa Coronado

<u>Grade</u>	<u>Teacher</u>	<u>Room #</u>	<u>Grade</u>	<u>Teacher</u>	<u>Room #</u>
K-AM	Tarner	A-1	1/2	Velez	M-10
K-PM	Dzida	A-5	2	Nelson	M-9
K-PM	Kasai	A-6	2	Payne	M-12
1	Anderson	A-2	3	Oliver	B-3
1	Morton	A-3	3	Pollock	B-2
1	Skogebo	B-1	3	Underwood	B-4
			3	Stolfus	B-5
4	Rains	B-6	Title 1	Mason	Rm 8
4	Searls	C-6	SDC	Faria	A-4
4	Carlson	C-5	Speech	Druliner	T-4b
4/5	Linden	C-3	DIS	Keller	T-3
5	Weidman	C-2	EL	Kirkland	A-7
5	McCarthy	C-4	Psychologist	Rochele	
5	Ortiz	Rm 7		Haywood	T-4a
6	Hare	M-3	Counselor	Todd	
6	White	M-4		Silverman	T-4c
6	Meloy	M-8			

### **CLASSIFIED**

Liz Heath (DIS Aide)  
April Bishop (Office)  
Kim Moss (Office)  
Pat Rivas (Library)  
Claudia Buderer (Computer Tech.)  
Petr Zakharchuk (Custodian)  
Efren Tongol (Custodian)  
Hilda Nevez (Kitchen)  
Theresa Smith (Kitchen)  
Laura Kraft (Kitchen Cashier)  
Lee Ann Becker (Health Aide)  
Yelena Leontieff – (Title I - IA)

Patti Stever (SDC Instr. Spec.)  
Luda Nelipovich (EL Aide)  
Tina Duncan (EMHI)  
Phensri "Jimmy" Palavivatana (Custodian)  
Ranjana Raghanuth (Noon Duty)  
Becky Caton (Noon Duty)  
Christina Sharma (Noon Duty)  
Linda Davis (Noon Duty)  
Rebecca Anderson (Noon Duty)

(7/23/12)

## Appendix B: Room Phone Numbers

Name	Room #	Ext	Voice Mail
6th grade lab	M7	2234	120
Anderson	A2	2220	106
band room	M11	2228	114
vp office		2102	
Carlson	C5	2208	127
computer lab	C1	2204	
computer lab	T5	2202	
conference room		2107	
Druliner	T4b	2112	
Dzida	A5	2223	101
EMHI	A7	2225	ELL
Faculty Work			
Room		2111	
Faria	A4	2222	131
Hare	M3	2230	118
IT desk		2108	
Kasai	A6	2224	103
Keller	T3	2203	132
Kim		2105	
Kitchen		2110	
Library		2109	
Linden	C3	2206	129
Lisa		2101	
front desk		2100	
McCarthy	C4	2207	130
Meloy	M8	2235	121
Morton	A3	2221	107
Nelson	M9	2226	112
Nurse		2106	
Oliver	B3	2215	109
Ortiz	7	2211	122
OT	M6	2233	117
Payne	M12	2229	115
Pollock	B2	2214	108
Rains	B6	2218	124
April		2104	
Searls	C6	2209	126
Silverman	T4c	2115	133
Skogebo	A5	2223	102
Stolfus	B5	2217	125
storage	M5	2232	116
Tarner	A1	2219	105
Title 1	8	2212	123
Title 1, EL	B1	2213	110
Underwood	B4	2216	111
Velez	M10	2227	113
Weidman	C2	2205	128
White	M4	2231	119

## **Appendix C**

**(Insert Utility Shut-off Map Here)**

**Appendix D**  
**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**



## Appendix F

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

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.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

*Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information:

Disposition:

## Appendix G

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix H Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF REPORTER		TITLE		REPORTER CATEGORY	
	REPORTER'S ORGANIZATION NAME AND ADDRESS		City	St	DOES REPORTER OFFER TWO RESIDENTS?	
	REPORTER'S TELEPHONE (AREA)		EXTENSION		REPORTER'S DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROSECUTOR		TO COUNTY WELFARE (CPS) (Child Protective Services)		TO COUNTY WELFARE (CPS) (Child Protective Services)	
	ADDRESS		City	St	DATE OF FIRST CALL	
	OFFICIAL CONTACTED		TITLE		TELEPHONE ( )	
<b>C. VICTIM</b> Change per victim	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		AGE	ETHNICITY
	ADDRESS		City	St	TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY ABUSED	EMOTIONALLY ABUSED	OTHER ABUSE (SPECIFY)		FREQUENCY OF ABUSE	
	1 YES 1 NO	1 YES 1 NO			SPECIFIC INCIDENTS	
	IS VICTIM CURRENTLY IN OUT-OF-HOME CARE AT TIME OF REPORT? CHOOSE TYPE OF CARE		TYPE OF ABUSE (CHECK ONE OR MORE)			
1 YES 1 NO		1 FOSTER CARE 1 CHILD CARE CENTER 1 FOSTER FAMILY HOME 1 FAMILY FRIEND 1 GROUP HOME OR INSTITUTION 1 RELATIVE HOME		1 PHYSICAL 1 SEXUAL 1 EMOTIONAL 1 NEGLECT 1 OTHER (SPECIFY)		
RELATIONSHIP TO SUSPECT		PROPOSED PERMANENT		DID YOU REPORT PREVIOUSLY? YES 1 YES 1 NO 1 YES 1 NO		
<b>D. INVOLVED PARTIES</b> YES 1 YES 1 NO 1 NO NAME (LAST FIRST MIDDLE)	NAME		DATE OF BIRTH	AGE	ETHNICITY	DATE OF INCIDENT
	1		2		3	
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		AGE	ETHNICITY
	ADDRESS		City	St	TELEPHONE ( )	
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		AGE	ETHNICITY
	ADDRESS		City	St	TELEPHONE ( )	
	SUSPECT'S NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		AGE	ETHNICITY
	ADDRESS		City	St	TELEPHONE ( )	
	OTHER INVOLVED PERSONS					
	IF NECESSARY, ATTACH EXTRA COPIES OF OTHER FORMS AND CHECK THE BOX <input type="checkbox"/>		IF ADDITIONAL INFORMATION IS AVAILABLE			
	DATE OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What occurred? Describe the suspected incident observed, what persons are participating (the victim's), and/or other persons involved (the suspect(s) or suspect(s)).					

CS 0597 (Rev. 1/99)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form CS 1253 (1) (an active investigation was conducted) and (2) the incident was determined not to be substantiated.

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

## **Appendix I**

### **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.)

## **Appendix J**

### **Dudley Discipline Plan**

(Assembly Bill 1729, Amended 8/20/12 in Senate;  
Education Code 48900 and 48915)

#### **First Offense Suspensions**

- Causing serious physical injury
- If the pupil's presence causes a danger to people
- Possession of a weapon or controlled substance
- Robbery or extortion (taking property from another from his person or immediate presence, against his will accomplished by force or fear)
- Assault or battery upon any school employee
- 5-day suspension (max allowed) and recommendation for expulsion: firearm, brandishing a knife at another person, selling a controlled substance, committing or attempting to commit sexual assault or battery, possession of any explosive

#### **Progressive Discipline Violations (that can lead to suspension)**

- Caused, attempted or threatened physical injury
- Use of force or violence
- School property damage
- Property theft
- Disrupted school activities, defiance of authority
- Possession of stolen property
- Possession of an imitation firearm
- Bullying/harassment
- Aids or abets physical injury
- Obscene acts, profanity and vulgarity (4<sup>th</sup> grade and above)
- Sexual harassment (4<sup>th</sup> grade and above)
- Hate violence (4<sup>th</sup> grade and above, protected category)
- Harassment, threats, intimidation (4<sup>th</sup> grade and above) – Defined as intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

#### **Alternate Means of Correction, Examples**

- A conference between school personnel, pupil's guardian and/or pupil
- Referral to the school counselor, psychologist or other support personnel
- Student Study Teams
- Referral for a comprehensive psychosocial or psychoeducational assessment
- Behavior Contract, Behavior Support Plan

- Community Service, Campus Beautification
- Detention, Loss of Recess
- Peer Mediation
- Reflection Form
- A logical consequence such as changing clothes for a dress code violation, spending recess playing games/drawing with the student in conflict with or standing away from the class when lining up
- Letters of apology to students/staff affected by behavior

Progressive Discipline Plan (This is an example of what could occur)

1st offense: conference with student; logical consequence; parent contact optional depending on severity of offense

2nd offense: conference with student; contact parents; more serious consequence such as longer recess detention, campus beautification or a behavior contract

3rd offense: conference with student; contact parents; time out in office or another class/area; referral to school counselor; other consequences as appropriate

4th offense: suspension

## Appendix K

### 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.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

## **Appendix L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix M**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)



## **Appendix N**

### **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.

## *Center Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Oak Hill Elementary

Date: 2/1/2013

Action Item   X  

To: CJUSD Board of Trustees

Information Item

From: Patty Spore, Principal

# Attached Pages  102 

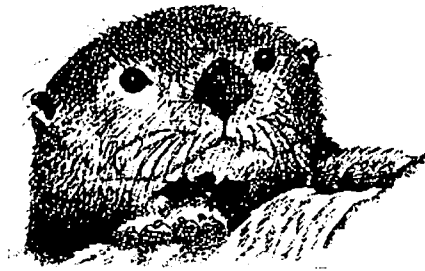
Principal's Initials:   PS  

**SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS  
PLAN – FEBRUARY 2013 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 and an update to reflect staff currently working at Oak Hill.

CONSENT AGENDA

# **OAK HILL ELEMENTARY**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District**  
**Antelope, CA**

Revised January, 2013

## **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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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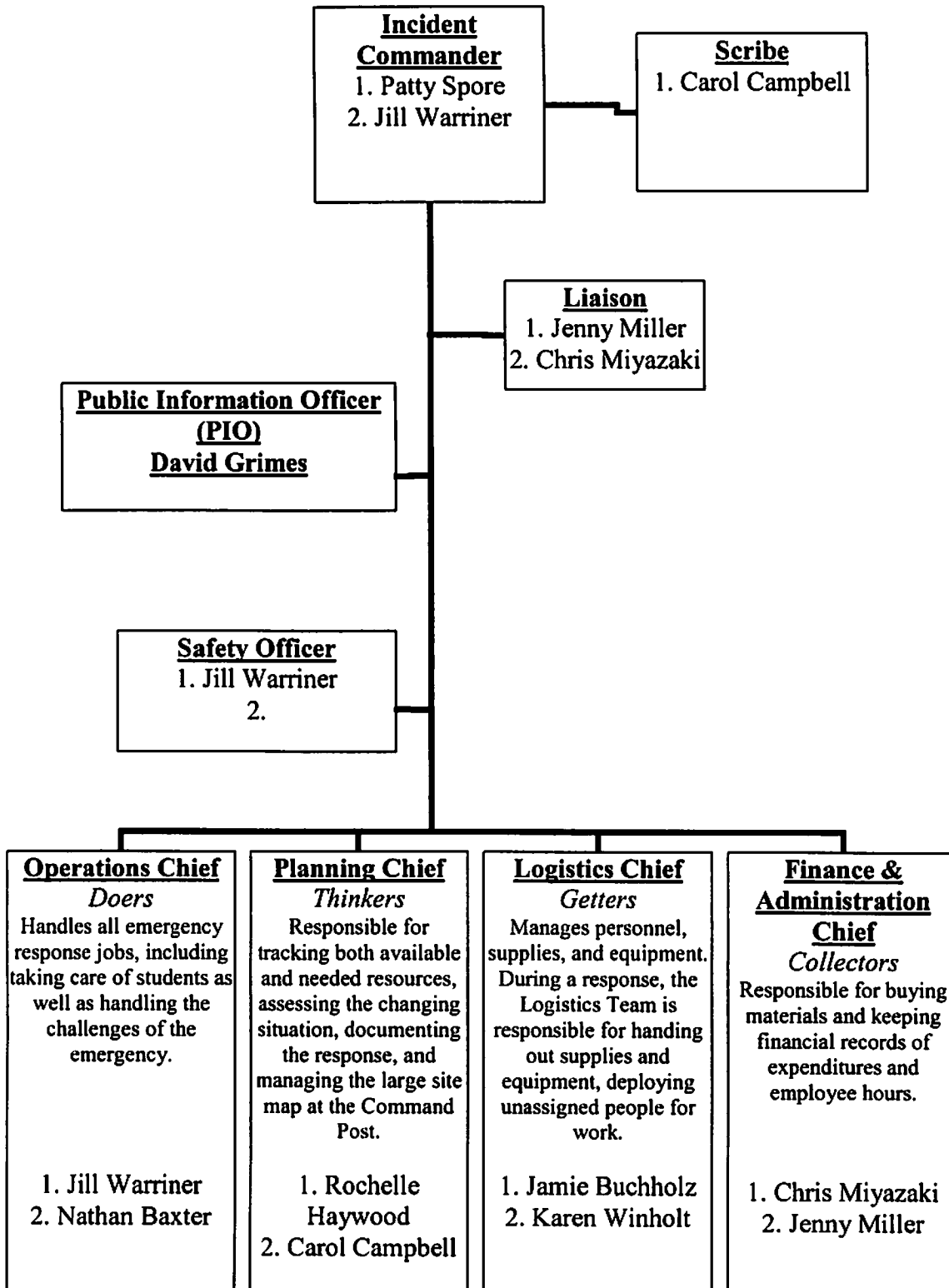
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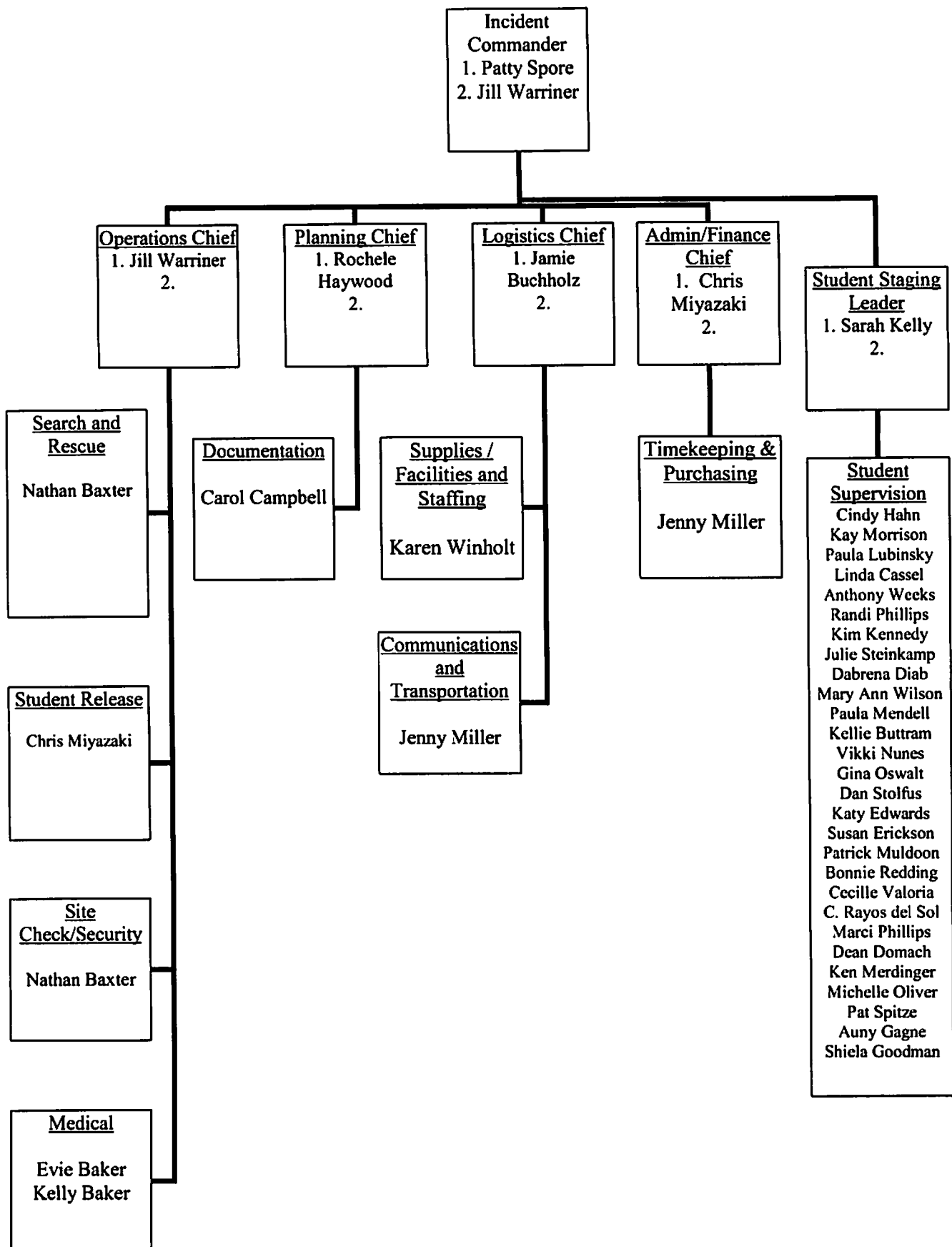
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 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. 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 commander (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. 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 School Incident Command System







## Incident Command Descriptions

***Incident Commander:*** The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### ***Admin/Finance Chief***

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

***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.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

***Operations Chief:*** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** 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.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**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, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. 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.

*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. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

*Site Check/Security Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or

**Student Reunification Areas.** If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

***Situation Analysis:*** The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

***Staffing Assignment Coordinator:*** The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

***Student Release a.k.a. Parent Reunion Coordinator:*** This team will supervise the release of students. They will document the persons picking up students. They 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. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:*** This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:*** This person will maintain accurate records of staff hours and of purchases.

***Transportation:*** The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2 STAGING AREAS**

Indoor Command Post:

1. Office
2. Library

Outdoor Command Post:

1. Otter Outback
2. Nature Area

Triage Area: Quad or Bodega Triangle

Parent Reunification Area: Cafeteria or Front step area

Bus Staging Area: North Creek Court

Media Staging Area: Abalone Cove

Off-Site Evacuation Location: 

### **SECTION 3 LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.



**Special areas of concern:**

**Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.**

## **SECTION 4      EVACUATION PROCEDURES**

### 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 the off 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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board at the corner of North Creek Court and Fawn Run 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

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

#### 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 Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

## Students

### In homeroom class

- 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 they exited until it is deemed safe for the student to return to his/her regular class.

### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

## 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 the blacktop/field either to board busses or to walk to {insert location}.

## Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements.

### During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

## Exit Route

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 emergency information must be taken with them during the drill.

## **SECTION 5 STUDENT RELEASE PROCEDURES**

### 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

## SECTION 7 RESOURCES

### Staff Special Skills

#### Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
Baker, Evie			
Baker, Kelly			
Barnes, Junella			
Baxter, Nathan			
Buchholz, Jamie			
Buderer, Claudia			
Buttram, Kellie			
Campbell, Carol			
Caron, Jeanenne			
Cassel, Linda			
Combs, Lynn			
Diab, Dabrena			
Domach, Dean			
Edwards, Katie			
Erickson, Susan			
Fischer, Bree			
Friend, Elizabeth			
Gagne, Renate			
Garcia, Lorenzo			
Goodman, Shelia			



Staff Member	Phone Number	Health Concerns	Special Skills
Hahn, Cindy			
Harris, Linda			
Haywood, Rochele			
Johnson, Katie			
Kelly, Sarah			
Kennedy, Kim			
Kirkland, Rosina			
Lark, Kim			
Louis, Craig			
Lubinsky, Paula			
Marinelli, Alicia			
Mendell, Paula			
Merdinger, Ken			
Meyers, Alyson			
Miller, Jennie			
Miyazaki, Chris			
Morrison, Kay			
Muldoon, Patrick			
Nardoizzi, Lilla			
Nelipovich, Luda			
Nunes, Vikki			
Oliver, Michelle			
Oswalt, Gina			
Pantoya, Christina			
Phillips, Marci			
Phillips, Randi			
Pullman, Cheryl			
Quintero, Dalia			
Rayos del Sol, Christine			
Redding, Bonnie			
Rosenbach, Akiko			
Sashko, Hanna			
Silverman, Todd			
Spitze, Pat			
Spore, Patty			

Staff Member	Phone Number	Health Concerns	Special Skills
Steinkamp, Julie			
Stolfus, Dan			
Tongol, Evelita			
Valoria, Cecille			
Warriner, Jill			
Weeks, Tony			
Wilson, Mary Ann			
Winholt, Karen			
Young, Laura			
Childers, Lisa			

## **SECTION 8 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. All staff members shall have access to a radio in the room they work in.

### 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, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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 Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS) Sac County: (916) 875-5437
- Child Protective Services (CPS) Placer County: (916) 784-6000
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- 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

## **SECTION 10     LETTERS HOME**

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 Wilson C. Riles Middle School. 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. Any adult picking up a student will be required to show a photo ID. 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.

## **SECTION 11 AFTERMATH**

### **Counseling**

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12 TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video – September 18, 2012
- CPR Training – TBA
- Mandated Child Abuse Reporter Training – September 25, 2012
- Triage Training – September 11, 2012

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.



## **SECTION 2 BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### 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:
  - i. 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.
  - ii. Ask the caller three questions, in this order:
    1. 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.)
    2. 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.)
    3. 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.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. 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.
- 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 (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this 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:

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#### 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\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address\_\_\_\_\_

Home Address\_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 3      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4      CHEMICALS/BIOHAZARD/GAS ODOR**

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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.

In order for the "in-place-shelter procedure" 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 students 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.

## **SECTION 5 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.
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.



## **SECTION 6 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. During 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, electrical 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 electrical 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 under "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.

## **SECTION 7 FIRE/EXPLOSION**

### 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. 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.

### 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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

#### 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 district maintenance department 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.

## **SECTION 8 FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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 "Re-entry of 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.

## **SECTION 9      GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10    HOSTAGE SITUATION**

### 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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. 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 note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number 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 will verbally call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

### 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. The principal or secretary will notify the Superintendent, if possible.
3. 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 four

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 intruder alert. 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.
4. Teachers will go in the opposite direction of the intruder.
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.



## **SECTION 11 HOSTILE VISITOR**

### 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 can be achieved.

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.

### 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 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

**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.

## **SECTION 12 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).
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.

## **SECTION 13 MEDICAL EMERGENCY**

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 principal. This list must be updated and distributed to the staff annually.

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.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### 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/her.
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 is 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

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 is 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.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
    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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
  - Difference in size of pupils of the eyes
2. First Aid for 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. 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. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://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**

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.



5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 15 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 16 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.

## **SECTION 17 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### **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.**

#### **School 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.**

**SECTION 2      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

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, 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.

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- Objective #1: To increase the number of students who feel they are connected 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) Teachers and PIP (Primary Intervention Program) staff will select students in grades K-3 that could benefit from one-to-one attention to participate in PIP. These students will spend approximately 30 minutes, one day per week, for 12 weeks in the activity room with a child aide.
- 4) Students in grades 5 and 6 are encouraged to participate in the peer mediation group (Green Berets). Each trimester, two students from each class are selected by the teacher to act as peer mediators. At the beginning of the year, all fifth graders go through a 1 day training on the techniques used in peer mediation.

## **SECTION 4 Place**

**Create a physical environment that communicates respect for learning and for individuals**

### **DESCRIPTION OF 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, an 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.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

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

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

**Objective #1: 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.**

1) Related Activities: Create and distribute Emergency Information packets for each teacher monthly to ensure that the information is current.

**Objective #2: Staff members will wear their staff badges and carry a 2-way radio whenever outside the classroom.**

**Objective #3: Emergency supplies will be kept in the classroom to ensure students have a snack and drink if parents are unable to pick student up from school during a disaster.**

1) Related Activities: A letter will be sent home at the beginning of the year to each family requesting a bag of food, water, and a letter to be used during a disaster.

## SECTION 6 SIGNATURE SHEET

Oak Hill Elem. School'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 are 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>Patricia Spore</u>	Principal	<u>Patricia L Spore</u>
<u>Randi Phillips</u>	Teacher	<u>Randi Phillips</u>
<u>Gina Oswalt</u>	Teacher	<u>Gina Oswalt</u>
<u>Chris Miyazaki</u>	Secretary	<u>Chris Miyazaki</u>
<u>Jamie Buchholz</u>	Library Technician	<u>Jamie Buchholz</u>
<u>Susie Lacy</u>	SSC Parent	<u>Susie Lacy</u>

## Appendix A

# ***OAK HILL STAFF ASSIGNMENTS 2012/13***

**Patty Spore - Principal**

### **GRADE**

K - a.m.	Kay Morrison	Jill Warriner	-----	-----
K – p.m.	Randi Phillips K/1	Cindy Hahn	-----	-----
1st	Linda Cassel	Paula Lubinsky	Anthony Weeks	
2nd	Kim Kennedy	Paula Mendell	J. Steinkamp/D. Diab	Mary Ann Wilson
3rd	Kellie Buttram 2/3	Vikki Nunes	Gina Oswalt	Dan Stolfus
4th	Susan Erickson 4/5	Katie Edwards	Patrick Muldoon	Bonnie Redding
5th	Marci Phillips 5/6	Chistine Rayos del Sol	Cecille Valoria	-----
6 <sup>th</sup>	Dean Domach	Ken Merdinger	Michelle Oliver	-----
SDC	Pat Spitze	-----	-----	-----

## **CERTIFICATED SUPPORT STAFF**

Sarah Kelly                      RSP

## **CLASSIFIED SUPPORT STAFF**

Chris Miyazaki	Secretary	Junella Barnes	Cafeteria Manager
Jennie Miller	Office Assistant	Evelita Tongol	Food Service Worker
Carol Campbell	Office Assistant	Jeanenne Caron	Food Service Worker
Jamie Buchholz	Library Tech	Alicia Marinelli	Food Service Worker
Karen Winholt	Library Tech	Akiko Rosenbach	Food Service Worker
Claudia Buderer	Technology Specialist	Elizabeth Friend	Noon Duty Supervisor
Nathan Baxter	Lead Custodian	Kim Lark	Noon Duty
Lorenzo Garcia	Custodian	Dalia Quintero	Noon Duty
Hanna Sashko	Custodian	Katie Johnson	Noon Duty
Evie Baker	RSP Instructional Spec.	Bree Fisher	Noon Duty
Kelly Baker	SDC Instructional Spec.	Lynn Combs	Noon Duty
Luda Nelipovich	EL Instructional Aid	Lilia Nardoizzi	Noon Duty
Renate Gagne	2nd Grade Inst. Spec.	Christina Pantoja	Noon Duty
Shelia Goodman	2nd Grade Inst. Spec.	Alyson Meyers	Noon Duty
		Craig Louis	Noon Duty
		Linda Harris	Noon Duty

### **DISTRICT PERSONNEL**

Rochele Haywood              Psychologist  
 Laura Young                      Speech  
 LeAnn Becker                    Health Aide

Jennifer West   Kids Club Director

## Appendix B

### Classroom Phone List

#### Kdg

Morrison/Hahn	130	Tahoe T
Warriner	132	Tahoe S
R. Phillips K/1	140	Trinidad S

#### 2<sup>nd</sup> Grade

Buttram 2/3	174	Mission 6
Kennedy	165	Tule 0
Mendell	162	Tule 1
Steinkamp/Diab	179	Mission 2
Wilson	161	Tule 2

#### 4<sup>th</sup> Grade

Edwards	152	Monterey S
Erickson 4/5	151	Monterey T
Muldoon	150	Monterey C
Redding	148	San Francisco C

#### 6<sup>th</sup> Grade

Domach	144	Emerald S
Oliver	145	Emerald C
Merdingner	143	Emerald T
M. Phillips	156	Shasta S

#### 1<sup>st</sup> Grade

Cassel	135	Bodega C
Lubinsky	134	Bodega S
R. Phillips K/1	140	Trinidad S
Weeks	138	Trinidad C

#### 3<sup>rd</sup> Grade

Buttram 2/3	174	Mission 6
Nunes	172	Mission 4
Oswalt	171	Mission 3
Stolfus	163	Tule 4

#### 5<sup>th</sup> Grade

Erickson 4/5	151	Monterey T
M. Phillips 5/6	156	Shasta S
Rayos del Sol	155	Shasta C
Valoria	157	Shasta T

#### 4-6 SDC

Spitze	147	San Francisco T
--------	-----	-----------------

#### Empty Classrooms

173	Mission 5 (Storage)
175	Tule 5 (Band)
139	Trinidad T (K/1 Workroom)

Principal: Patty Spore	104
Lead Teacher: Jill Warriner	105
Abalone Cove	129
Kitchen	123
Library	124
Computer Lab	121
PTA room	Tule 3 158
C. Pullman	OT Bodega T 136

S. Kelly/RSP	169	Mission 1
T. Silverman/PIP	166	Drakes Bay 1
Nelipovich/ELL	146	San Francisco S
Young/Speech	168	Mission 0
(Mon. Wed. 1/2 day Fri.)		
Haywood/Psych	127	
(Mon. Wed. 1/2 day Fri.)		
Buderer/Computer Workroom	164	
		Drakes Bay 2

## **Appendix C**

**(Insert Utility Shut-off Map Here)**

**Appendix D**  
**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**



## Appendix F

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

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.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

***Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.***

Additional Information:

Disposition:

## Appendix G

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.  
“Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix H Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF REPORTER		TITLE		REPORTER CATEGORY	
	REPORTER'S ORGANIZATION NAME AND ADDRESS		Street	City	Zip	DID REPORTER REPORTER WITHIN TWO WEEKS?
	REPORTER'S TELEPHONE (AREA) ( )		TELEPHONE		REPORT DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROBATION		ADDRESS		DATE OF REPORT	
	TO COUNTY WELFARE (CPS) (Child Protective Services)		City		Zip	
	OFFICIAL CONTACTED TITLE		TELEPHONE ( )		NATURE OF PHONE CALL	
<b>C. VICTIM</b> On report by victim	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH AND		DOB	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY ABUSED	DATE OF PHYSICALLY ABUSED	OTHER CATEGORY (S) (S) (S)		PHYSICAL ABUSE	
	DATE OF PHYSICALLY ABUSED	DATE OF PHYSICALLY ABUSED	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)	
	DATE OF PHYSICALLY ABUSED	DATE OF PHYSICALLY ABUSED	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)	
	DATE OF PHYSICALLY ABUSED	DATE OF PHYSICALLY ABUSED	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)	
	DATE OF PHYSICALLY ABUSED	DATE OF PHYSICALLY ABUSED	TYPE OF ABUSE (CHECK ONE OR MORE)		TYPE OF ABUSE (CHECK ONE OR MORE)	
<b>D. INVOLVED PARTIES</b> VICTIM'S RELATIVES VICTIM'S FRIENDS VICTIM'S OTHER RELATIVES SUSPECT	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH AND		DOB	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH AND		DOB	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH AND		DOB	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH AND		DOB	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA COPIES OF OTHER FORMS AND CHECK THIS BOX <input type="checkbox"/>		IF YES, FOLD THE FORMS AND ATTACH TO THIS FORM			
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What exactly happened? Describe the incident as observed and/or as reported by the victim or suspect.)					

CS 1597 (Rev. 12/97)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form CS 1597 (1) if an active investigation was conducted and (2) if the incident was determined not to be substantiated.

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

## **Appendix I**

### **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.)

## Appendix J

# 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 CMTTP (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 EXPLUSION....**

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/Vice 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, they 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/Vice 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.

## Appendix K

### 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.

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**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

## **Appendix L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix M**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)

## **Appendix N**

### **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.

## **Appendix O**

### **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-flops, 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*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____ <b>X</b>
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> February 20, 2013	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

**SUBJECT: 2012-2013 Safe School and Emergency Preparedness Plan  
- AVCS & Global**

**RECOMMENDATION: CUSD Board of Trustees approve 2012-2013 Safe School and Emergency Preparedness Plan for AVCS & Global.**

# CONSENT AGENDA

**ANTELOPE VIEW CHARTER**

AND

**GLOBAL YOUTH CHARTER**

**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised December, 2012

## **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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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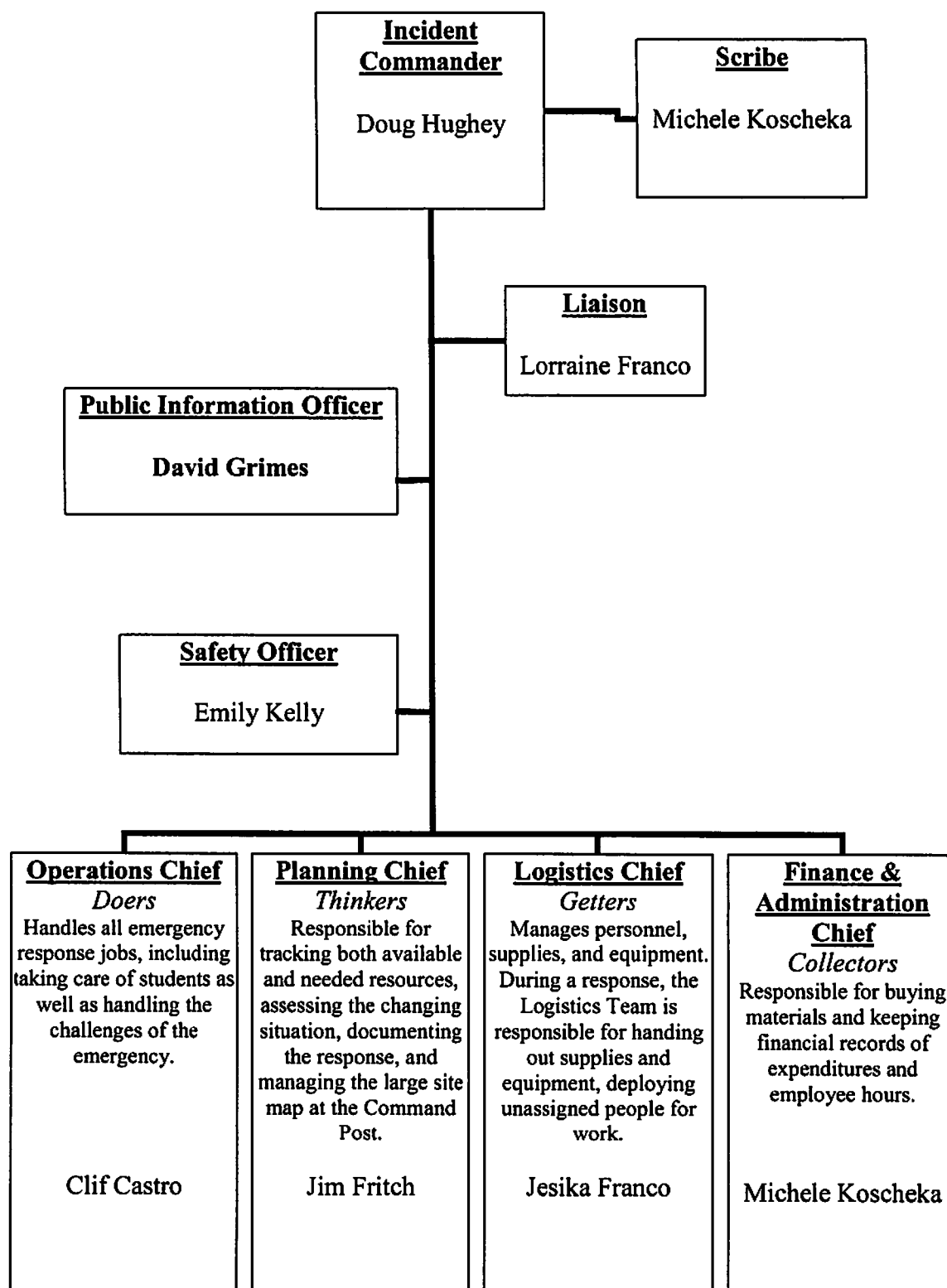
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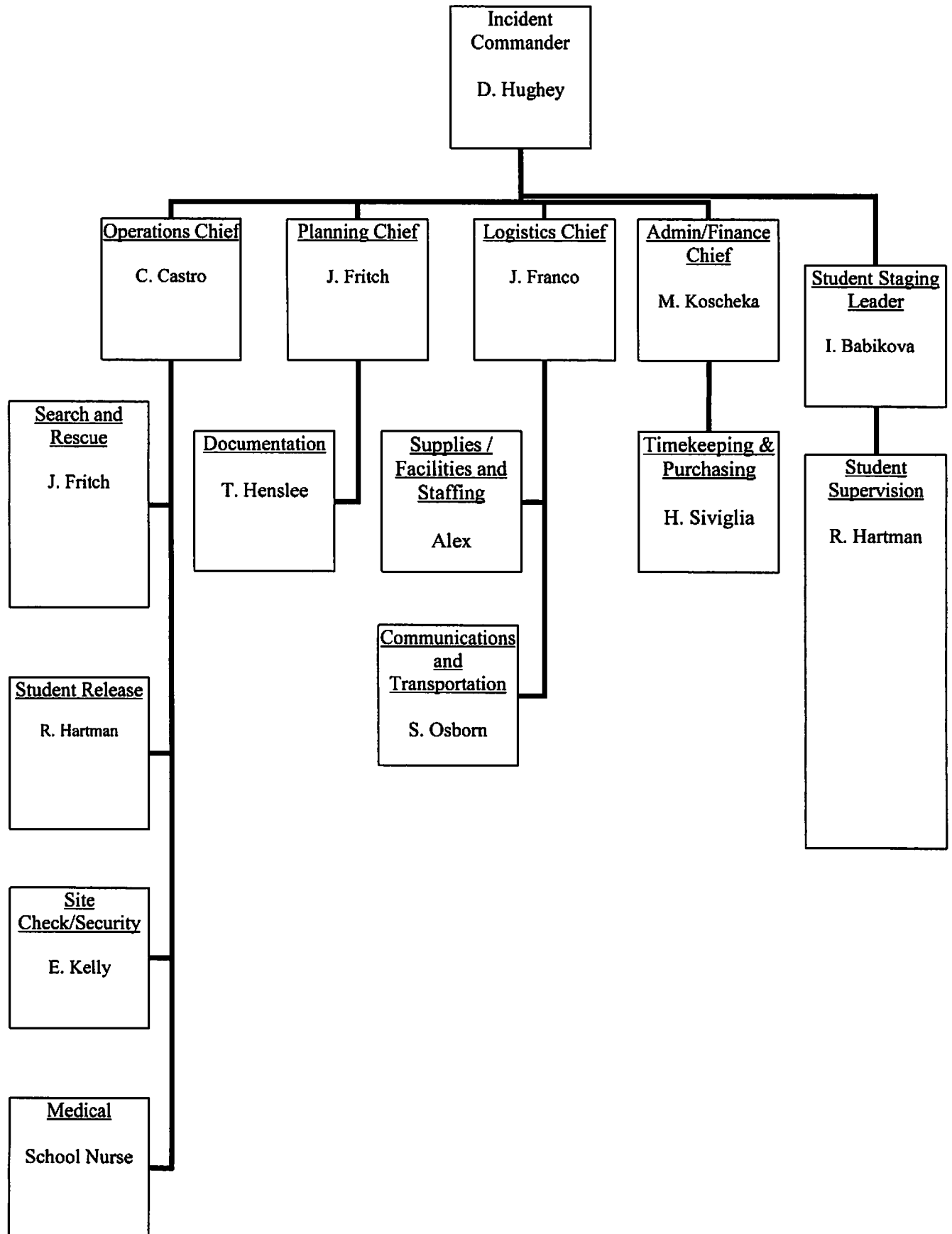
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 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. 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 commander (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. 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 and Global Youth Charter School's Incident Command System





## Incident Command Descriptions

*Incident Commander:* The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

*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.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report



**Operations Chief:** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** 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.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**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, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. 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.

*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. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

***Site Check/Security Team:*** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

***Situation Analysis:*** The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

***Staffing Assignment Coordinator:*** The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

***Student Release a.k.a. Parent Reunion Coordinator:*** This team will supervise the release of students. They will document the persons picking up students. They 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. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing

parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:*** This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:*** This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:*** This person will maintain accurate records of staff hours and of purchases.

***Transportation:*** The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Principal's Conference room
2. Principal's Office

### **Outdoor Command Post:**

1. Front of Ken Thomas Gym
2. Front of AVCS Staff Lounge

Triage Area: Room #44

Parent Reunification Area: Front Parking Lot (see attached map)

Bus Staging Area: Park (see attached map)

Media Staging Area: Front Entrance (see attached map)

Off-Site Evacuation Location: [REDACTED]

Directions: [REDACTED]

### **SECTION 3 LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that require limiting student movement in the area. When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.



## **SECTION 4      EVACUATION PROCEDURES**

### 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 the off 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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

#### 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 Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

- 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 they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### 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 the blacktop/field either to board busses or to walk to {insert location}.

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### Exit Route

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 emergency information must be taken with them during the drill.

## **SECTION 5 STUDENT RELEASE PROCEDURES**

### 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

**Include location, contact information, and directions here.**

## SECTION 7 RESOURCES

### Staff Special Skills

### Staff Emergency Information

**Staff Member**[illegible]

[illegible]




## **SECTION 8 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  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### 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, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9: CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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) 338-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (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

## SECTION 10 LETTERS HOME

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 {insert location}. 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.

## **SECTION 11 AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12 TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video – {Insert date}
- CPR Training – {Insert date}
- Mandated Child Abuse Reporter Training – {Insert date}
- Triage Training – {Insert date}

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### **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:
  - i. 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.
  - ii. Ask the caller three questions, in this order:
    1. 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.)
    2. 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.)
    3. 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.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. 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.
- 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 (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this 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:

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#### 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\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No.\_\_\_\_\_

Dept. Phone No.\_\_\_\_\_

Home Address\_\_\_\_\_

Home Address\_\_\_\_\_

Date:\_\_\_\_\_

## **SECTION 3 BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR**

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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.

In order for the "in-place-shelter procedure" 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 students 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.

## **SECTION 5 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.
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.

## **SECTION 6 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. During 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, electrical 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 electrical 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 (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.

## **SECTION 7 FIRE/EXPLOSION**

### 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. 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.

### 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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

#### 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 district maintenance department 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.

## **SECTION 8 FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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 "Re-entry of 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.

## **SECTION 9 GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 10      HOSTAGE SITUATION**

### 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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. 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 note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number 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 will verbally call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

### 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. The principal or secretary will notify the Superintendent, if possible.
3. 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 four 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 intruder alert. 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.
4. Teachers will go in the opposite direction of the intruder.
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.

## **SECTION 11    HOSTILE VISITOR**

### 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 can be achieved.

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.

### 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 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

**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.

## **SECTION 12 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).
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.

## **SECTION 13 MEDICAL EMERGENCY**

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 principal. This list must be updated and distributed to the staff annually.

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.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### 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/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
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 is 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

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 is 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.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
    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.
2. 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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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.

### 3. First Aid for chemical burns

- Wash chemical away with water.

### 4. 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
- Difference in size of pupils of the eyes

### 2. First Aid for 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. 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. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://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

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

## **SECTION 14 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.



5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 15 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 16 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.

## **SECTION 17 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### 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.

#### School Mission Statement

Students will have the option for a personalized learning experience with Antelope View Charter School or experience a small school/traditional setting with Global Youth Charter School. Either choice, our students will have a strong learning environment that promotes community growth, parental involvement, academic rigor, and a strong understanding of cultural awareness.

**SECTION 2      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

Global's "family" school climate is quite evident when you walk in any classroom, visit the front office, or attend a PTC meeting. Global spends quality time with each other in and out of the classroom (ballgames, college visits, rallies, dances... to name a few).

Antelope View is in the midst of a major change. AVCS is now a "one-day a week I.S. model. This model will allow all students to enhance their skills in junior college, in the work force, or in a special talent (ie: dance, art, athletics).

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- Objective #1: Create a nurturing school environment
  1. Related Activities
    - \* Adult/student mentoring
    - \* Campus monitoring
    - \* After school clubs and athletics
  
- Objective #2: Open communication among staff, students, and parents
  - \* Parent/Student handbooks are sent home at the beginning of the year
  - \* AVCS/GYCS website features upcoming events, staff email, and Aeries Homelink
  - \* Absent students are called every day
  - \* Teachers provide parents a copy of their classroom expectations

## **SECTION 4: Place**

**Create a physical environment that communicates respect for learning and for individuals.**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

Located at the old Center Junior High School, Antelope View and Global Youth share the facilities. The school is located down the street from Center High School at 3243 Center Court Lane.

The facilities include: main office, multiple classrooms (map provided), a gym, a multipurpose room, a computer lab, and a track. Both Global and Antelope View use all of the facilities on a daily basis.



## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

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

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

- Objective #1: Student safety as it relates to emergency procedures
  1. Related Activities
    - \* Monthly fire drills
    - \* Duck and cover drills
    - \* Visitors must wear a "visitor badge"
    - \* SRO 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 each semester
    - \* All staff on campus supervise students (lunches, activities)
  
- Objective #3: Student safety as it relates to student health and well being
  1. Related Activities
    - \* Shot records are reviewed and updated by district's nurse
  - \* Notification of contagious diseases is facilitated by district's nurse

## **SECTION 6 SIGNATURE SHEET**

AVCS and GYCS School'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 are 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>Doug Hughey</u>	Principal	_____
<u>Clif Castro</u>	Teacher	_____
<u>Inna Babikova</u>	Teacher	_____
<u>Marilyn Stoops</u>	Counselor	_____
<u>Jamie Thongsonthae</u>	PTC Parent	_____

## **Appendix A**

### **Staff List Principal: Doug Hughey**

#### **Antelope View**

Inna Babikova  
Michele Koscheka  
Stephen Osborn

#### **Global Youth**

Clif Castro  
Tina Degan-Henslee  
Jesika Franco  
Lorraine Franco  
Jim Fritch  
Rich Hartman  
Theresa Lunsford  
Hannah Siviglia  
Brandy Ventitelli

**Custodian: Alex**

## **Appendix B**

### **Classroom Telephone Numbers**

Babikova	Extension 221	Lorraine Franco 680
Fritch	Extension 206	Jesika Franco 680
Hughey	Extension 104	
Koscheka	Extension 101	
Osborn	Extension 220	
Stoops	Extension 105	
Alex	Extension 261	

## **Appendix C**

**(Insert Utility Shut-off Map Here)**

**Appendix D**  
**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**

## Appendix F

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

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.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

*Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information:

Disposition:



## Appendix G

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

[Print](#)
**SUSPECTED CHILD ABUSE REPORT**
[Reset Form](#)

**CASE NAME:** \_\_\_\_\_

**CASE NUMBER:** \_\_\_\_\_

55 4572 Nov 12 1971

DOJDOJ submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Federal Code Section 11169 to submit to DOJ a Civil Abuse Investigation Report Form 95-1200. If (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Bureau of Economic Warfare; BLUE COPY - Bureau of Production Management; GREEN COPY - Bureau of Supply Management; YELLOW COPY - Bureau of Administration; PINK COPY - Bureau of Finance; PURPLE COPY - Bureau of Information; BROWN COPY - Bureau of Logistics; GRAY COPY - Bureau of Operations; BLACK COPY - Bureau of Planning; LIGHT BLUE COPY - Bureau of Research; LIGHT GREEN COPY - Bureau of Safety; LIGHT PINK COPY - Bureau of Training; LIGHT PURPLE COPY - Bureau of Transportation; LIGHT BROWN COPY - Bureau of Utilization; LIGHT GRAY COPY - Bureau of Welfare; LIGHT BLACK COPY - Bureau of Work.

## **Appendix I**

### **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.)



## Appendix J

### Student Discipline and Conduct

The responsibility for effective discipline in our school is shared by the staff, parents, and students. Working together, we can provide an environment that is safe, orderly, and conducive to learning. The categories of misconduct and authorized disciplinary actions are detailed in this student handbook. However, it is impossible to cover all types of situations that may occur throughout the school year. Therefore, verbal announcements may be made concerning items not listed in this student handbook. Students may be disciplined for announced items or situations even though they are not specifically covered by a written policy.

#### California Education Code Related to Student Discipline

##### CA Ed Code 48915 (carries mandatory expulsion recommendation)

- (a1) Causing serious physical injury to another person.
- (a2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- (a3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- (a4) Robbery or extortion. The felonious taking of personal property from another from his person or immediate presence, against his will accomplished by force or fear.
- (a4) Assault or battery upon any school employee.
- (c1) Possessing, selling, or otherwise furnishing a firearm.
- (c2) Brandishing a knife at another person. "Zero Tolerance" policy identifies any knife a suspendable offense.
- (c3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- (c4) Committing or attempting to commit a sexual assault or battery.
- (c5) Possession of any explosive.

##### CA Ed Code 48900

- (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a2) 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 object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind.
- (d) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (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.
- (i) Committed an obscene act or engaged in habitual vulgarity.
- (j) Unlawful possession of, or 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 any supervisor, teacher, administrator, school official, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school or private property.
- (m) Possessed an imitation firearm, 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 or sexual battery as defined in the Penal Code Section 261, 266c, 286, 288, 288a, and 243.4.
- (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 retaliated against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 43050.

- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.**

## Appendix K

### 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.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

## **Appendix L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix M**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)

## **Appendix N**

### **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.



## Appendix O

### Dress Code

The CUSD Board of Trustees and GYC staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future; therefore, the administration and staff of GYC and AVCS support the following concepts regarding student dress:

- *Just as successful adults dress differently for work and for leisure, students should dress differently for school than for the mall, a party, or the ball park.*
- *Undergarments shall remain covered by outerwear appropriate for an educational setting..*
- *The school must not be a showcase for enticing graphics that glorify money, sex, violence, drugs, weapons, and death.*
- *Dress, hairstyle, makeup, jewelry, and other items which are distracting or interfere with the study habits of students in the class or school, or pose a health or safety risk to the students, shall not be acceptable.*

If a teacher or staff member deems the student's clothing inappropriate, then student will be sent to the office to change into clothes provided by the office to remedy the situation. **Students will return to class only upon meeting dress code standards.** **While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration at GYC shall be final in dress code matters.**

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 01/04/2013

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page**1

**Principal's Initials:** \_\_\_\_\_

**SUBJECT:**

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT  
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll  
Orders for July 2012 through January 2013.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2012 through January 2013.

**CONSENT AGENDA**

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2013</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 899,827.42		\$ 61,885.10	\$ 961,712.52	471
AUG	\$ 2,125,570.43	\$ 54,632.12		\$ 2,180,202.55	620
SEPT	\$ 2,084,868.00	\$ 155,472.88		\$ 2,240,340.88	647
OCT	\$ 2,088,804.59	\$ 116,748.27		\$ 2,205,552.86	654
NOV	\$ 2,071,422.44	\$ 148,056.79		\$ 2,219,479.23	665
DEC	\$ 499,232.61	\$ 118,444.28		\$ 617,676.89	218
2-Jan	\$ 1,577,140.73			\$ 1,577,140.73	240
JAN	\$ 2,089,928.59	\$ 83,053.76		\$ 2,172,982.35	637
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 13,436,794.81	\$ 676,408.10	\$ 61,885.10	\$ 14,175,088.01	4152
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** February 2013

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Pages 57**

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

January 10, 2013, \$327,943.43, January 17, 2013, \$188,963.89, January 24, 2013, \$325,303.84, January 31, 2013, \$45,637.64.

The commercial warrant payments to vendors totals  
\$ 887,848.80.

**RECOMMENDATION:** That the CJUSD Board of Trustees approves the Supplemental Agenda – Vendor Warrants as presented

**CONSENT AGENDA**

**XV-16**

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST

J368 APY500 H.02.05 01/10/13 PAGE 0

Batch status: A All

From batch: 0037

To batch: 0037

Include Revolving Cash: Y

Include Address: N

[illegible]

**Figure 1**

[illegible]

۸۰۰

324

1945

2024-2025: 0034

SECRET

[illegible]

1892-1893 38

J368 APY500 H.02.05 01/10/13 PAGE 1  
 << Open >>

2

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 01 GENERAL FUND

J368 APY500 H.02.05 01/10/13 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
					FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MP		
021097/00	ASSOCIATED VALUATION SERVICES									
1256	PO-131053	01/11/2013	3963	3RD QTR		1	01-0000-0-5800-105-0000-7200-005-000	NN F	1,576.00	1,576.00
					TOTAL PAYMENT AMOUNT				1,576.00 *	1,576.00
010400/00	AT&T									
4	PO-130006	01/11/2013	DEC 23-JAN 22			1	01-0000-0-5902-106-0000-8110-007-000	NN P	7.88	7.88
					TOTAL PAYMENT AMOUNT				7.88 *	7.88
011675/00	AT&T MESSAGING									
5	PO-130007	01/11/2013	1/1-1/31/13	6765450		1	01-0000-0-5902-106-0000-8110-007-000	NN P	720.00	720.00
					TOTAL PAYMENT AMOUNT				720.00 *	720.00
018533/00	ATKINSON ANDELSON LOYA RUDD									
452	PO-130340	01/11/2013	418523			1	01-0000-0-5804-105-0000-7200-005-000	NE P	4,451.42	4,451.42
					TOTAL PAYMENT AMOUNT				4,451.42 *	4,451.42
021604/00	ATLAS DISPOSAL INDUSTRIES									
9	PO-130010	01/11/2013	19-001	492947		1	01-0000-0-5550-106-0000-8110-007-000	NN P	160.06	160.06
9	PO-130010	01/11/2013	19-002	493410		1	01-0000-0-5550-106-0000-8110-007-000	NN P	543.92	543.92
9	PO-130010	01/11/2013	19-003	493416		1	01-0000-0-5550-106-0000-8110-007-000	NN P	476.93	476.93
9	PO-130010	01/11/2013	19-004	493415		1	01-0000-0-5550-106-0000-8110-007-000	NN P	376.40	376.40
9	PO-130010	01/11/2013	19-005	493414		1	01-0000-0-5550-106-0000-8110-007-000	NN P	242.43	242.43
9	PO-130010	01/11/2013	19-005	493411		1	01-0000-0-5550-106-0000-8110-007-000	NN P	1,265.03	1,265.03
9	PO-130010	01/11/2013	19-006	493417		1	01-0000-0-5550-106-0000-8110-007-000	NN P	243.17	243.17
9	PO-130010	01/11/2013	19-008	493413		1	01-0000-0-5550-106-0000-8110-007-000	NN P	194.17	194.17
9	PO-130010	01/11/2013	19-009	493412		1	01-0000-0-5550-106-0000-8110-007-000	NN P	782.00	782.00
					TOTAL PAYMENT AMOUNT				4,284.11 *	4,284.11
017561/00	BAIONI, KIM									
1211	PO-131016	01/11/2013	MED REIMB			1	01-0000-0-3403-475-3200-1000-000-000	NN F	50.00	50.00
					TOTAL PAYMENT AMOUNT				50.00 *	50.00



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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount					
					FD	RESO P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
016068/00	BELTRAN, LOIDA														
1187	PO-131017	01/11/2013	INV DEC 14			1	01-7230-0-5800-112-0000-3600-007-000	NY F	150.00	150.00					
1270	PO-131065	01/11/2013	AZAR 12/22,30,1/5			1	01-7230-0-5800-112-0000-3600-007-000	NY F	490.00	490.00					
					TOTAL PAYMENT AMOUNT					640.00 *					640.00
016106/00	BERGER, CHRISTINE														
1225	PO-131026	01/11/2013	REIMB			1	01-5640-0-4300-601-9728-1000-017-081	NN F	341.00	341.00					
					TOTAL PAYMENT AMOUNT					341.00 *					341.00
014789/00	BISHO, VERNON														
1260	PO-131057	01/11/2013	REIMB			1	01-7220-0-5211-472-1110-1000-014-000	NN F	154.91	154.91					
					TOTAL PAYMENT AMOUNT					154.91 *					154.91
019075/00	BRIGHT FUTURES THERAPY														
997	PO-130841	01/11/2013	3042			1	01-6500-0-5800-102-5750-1180-003-000	NN P	8,880.00	8,880.00					
					TOTAL PAYMENT AMOUNT					8,880.00 *					8,880.00
010340/00	CA DEPT OF JUSTICE														
461	PO-130374	01/11/2013	948130			2	01-0000-0-5800-110-0000-7200-004-000	NN F	192.00	192.00					
					TOTAL PAYMENT AMOUNT					192.00 *					192.00
016846/00	CALHOUN, ROGER														
695	PO-130569	01/11/2013	NOV MILEAGE			1	01-0000-0-5210-472-0000-8300-000-000	NN P	10.65	10.65					
					TOTAL PAYMENT AMOUNT					10.65 *					10.65
020540/00	CALIFORNIA AMERICAN WATER CO														
13	PO-130011	01/11/2013	05-0054873-0			1	01-0000-0-5540-106-0000-8110-007-000	NN P	173.20	173.20					
13	PO-130011	01/11/2013	05-0401542-1			1	01-0000-0-5540-106-0000-8110-007-000	NN P	196.67	196.67					
13	PO-130011	01/11/2013	05-0401546-2			1	01-0000-0-5540-106-0000-8110-007-000	NN P	173.20	173.20					
13	PO-130011	01/11/2013	05-0401551-2			1	01-0000-0-5540-106-0000-8110-007-000	NN P	341.16	341.16					
13	PO-130011	01/11/2013	05-0054876-3			1	01-0000-0-5540-106-0000-8110-007-000	NN P	73.46	73.46					
13	PO-130011	01/11/2013	05-0052956-5			1	01-0000-0-5540-106-0000-8110-007-000	NN P	564.67	564.67					
13	PO-130011	01/11/2013	05-0054875-5			1	01-0000-0-5540-106-0000-8110-007-000	NN P	173.20	173.20					
13	PO-130011	01/11/2013	05-0482625-6			1	01-0000-0-5540-106-0000-8110-007-000	NN P	423.35	423.35					

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010336/00	ECOTECH PEST MANAGEMENT INC						
21 PO-130013	01/11/2013	1938	1 01-0000-0-5500-106-0000-8110-007-000 NN P			712.00	712.00
			TOTAL PAYMENT AMOUNT	712.00 *			712.00
019262/00	ENTERPRISE RENT A CAR						
1235 PO-131036	01/11/2013	D851529-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN P			109.89	109.89
1235 PO-131036	01/11/2013	D851530-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN F			109.89	109.89
			TOTAL PAYMENT AMOUNT	219.78 *			219.78
016108/00	ESQUIVEL, ALMA						
1222 PO-131023	01/11/2013	REFUND MILEAGE DEC	1 01-5630-0-5800-601-1220-1000-017-000 NN F			239.09	239.09
			TOTAL PAYMENT AMOUNT	239.09 *			239.09
017681/00	GEARY PACIFIC SUPPLY						
1234 PO-131035	01/11/2013	2613883	1 01-8150-0-4300-106-0000-8110-007-000 NN F			3,351.48	3,351.48
			TOTAL PAYMENT AMOUNT	3,351.48 *			3,351.48
022347/00	GIVE SOMETHING BACK						
1194 PO-131004	01/11/2013	IN-0052298	1 01-0000-0-4300-472-0000-2700-014-000 NN F			51.33	51.33
1206 PO-131012	01/11/2013	IN-0052297	1 01-0000-0-4300-472-1284-1000-014-000 NN F			407.19	407.20
			TOTAL PAYMENT AMOUNT	458.53 *			458.53
015636/00	HASTIE'S SAND AND GRAVEL						
1083 PO-130920	01/11/2013	113188	1 01-0000-0-5800-106-0000-8110-007-000 NN P			875.20	875.20
1083 PO-130920	01/11/2013	113189	1 01-0000-0-5800-106-0000-8110-007-000 NN P			875.20	875.20
1083 PO-130920	01/11/2013	113187	1 01-0000-0-5800-106-0000-8110-007-000 NN P			3,500.80	3,500.80
			TOTAL PAYMENT AMOUNT	5,251.20 *			5,251.20
021148/00	HERNANDEZ, CASEY						
1223 PO-131024	01/11/2013	DEC MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			121.55	121.55
			TOTAL PAYMENT AMOUNT	121.55 *			121.55

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					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
019047/00	HM RECEIVABLES CO LLC															
1167	PO-130998	01/11/2013	949053870			1	01-6300-0-4300-240-1110-1000-011-000	NN	P			1,348.51			1,348.51	
1167	PO-130998	01/11/2013	949053871			1	01-6300-0-4300-240-1110-1000-011-000	NN	P			969.25			969.25	
1167	PO-130998	01/11/2013	949064907			1	01-6300-0-4300-240-1110-1000-011-000	NN	P			984.40			984.41	
TOTAL PAYMENT AMOUNT												3,302.17	*			3,302.17
017002/00	HOME DEPOT CREDIT SERVICES															
31	PO-130017	01/11/2013	6669	0134775		1	01-8150-0-4300-106-0000-8110-007-000	NN	P			75.65			75.65	
TOTAL PAYMENT AMOUNT												75.65	*			75.65
021775/00	HOME DEPOT SUPPLY															
32	PO-130018	01/11/2013	9119557648			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			94.60			94.60	
TOTAL PAYMENT AMOUNT												94.60	*			94.60
010609/00	KELLY MOORE PAINT CO															
37	PO-130212	01/11/2013	203-00000136222			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			28.45			28.45	
TOTAL PAYMENT AMOUNT												28.45	*			28.45
016042/00	L&H AIRCO															
1212	PO-131018	01/11/2013	11433			1	01-8150-0-5600-106-0000-8110-007-000	NN	F			8,711.00			8,711.00	
TOTAL PAYMENT AMOUNT												8,711.00	*			8,711.00
019079/00	LEED															
1188	PO-131000	01/11/2013	537943			1	01-0000-0-5300-101-0000-7150-002-000	NN	F			1,500.00			1,500.00	
1188	PO-131000	01/11/2013	537943			2	01-0000-0-5300-103-0000-2110-003-000	NN	F			1,000.00			1,000.00	
TOTAL PAYMENT AMOUNT												2,500.00	*			2,500.00
017726/00	LOS ANGELES FREIGHTLINER															
68	PO-130041	01/11/2013	BN39795			1	01-7230-0-4300-112-0000-3600-007-000	NN	P			230.59			230.59	
TOTAL PAYMENT AMOUNT												230.59	*			230.59

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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022230/00	MANAGED HEALTH NETWORK							
248 PO-130211	01/11/2013	3200043780		1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,197.90	1,197.90
				TOTAL PAYMENT AMOUNT	1,197.90 *			1,197.90
019059/00	MILLENNIUM TERMITE & PEST							
39 PO-130019	01/11/2013	12/1-12/31/12 TR71099		1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
39 PO-130019	01/11/2013	TR 72628		1 01-0000-0-5500-106-0000-8110-007-000 NN P			116.00	116.00
				TOTAL PAYMENT AMOUNT	207.00 *			207.00
021692/00	MONOPRICE INC							
PV-131037	01/11/2013	PO 130473 SHORT PAID		01-3010-0-4300-234-1110-1000-008-000 NN			23.44	23.44
				TOTAL PAYMENT AMOUNT	23.44 *			23.44
015732/00	MULTI-HEALTH SYSTEMS INC.							
1073 PO-130908	01/11/2013	1678363		1 01-6500-0-4300-102-5001-3120-003-000 NN F			73.27	73.27
				TOTAL PAYMENT AMOUNT	73.27 *			73.27
017109/00	MUSIC THEATER INTERNATIONAL							
1293 PO-131078	01/11/2013	LITTLE MERMAID		1 01-0000-0-4300-236-1110-1000-009-000 NN F			355.00	355.00
				TOTAL PAYMENT AMOUNT	355.00 *			355.00
017315/00	NAPA AUTO PARTS - GENUINE AUTO							
84 PO-130054	01/11/2013	891173		1 01-7230-0-4300-112-0000-3600-007-000 NN P			4.72	4.72
84 PO-130054	01/11/2013	891619		1 01-7230-0-4300-112-0000-3600-007-000 NN P			48.51	48.51
84 PO-130054	01/11/2013	891891		1 01-7230-0-4300-112-0000-3600-007-000 NN P			12.29	12.29
84 PO-130054	01/11/2013	892864		1 01-7230-0-4300-112-0000-3600-007-000 NN P			23.49	23.49
1163 PO-130983	01/11/2013	892499		1 01-8150-0-4300-106-0000-8110-007-000 NN P			263.42	263.42
				TOTAL PAYMENT AMOUNT	352.43 *			352.43
018967/00	NEXTEL COMMUNICATIONS INC							
40 PO-130020	01/11/2013	811116315-134		1 01-0000-0-5903-106-0000-8110-007-000 NN P			438.37	438.37
40 PO-130020	01/11/2013	81116315-134		1 01-0000-0-5903-106-0000-8110-007-000 NN P			172.29	172.29
86 PO-130056	01/11/2013	811116315-134		1 01-7230-0-5903-112-0000-3600-007-000 NN P			65.01	65.01
546 PO-130461	01/11/2013	811116315-134		1 01-0000-0-5903-101-0000-7150-002-000 NN P			98.99	98.99

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					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
018967 (CONTINUED)																
1106	PO-130938	01/11/2013	CLOSE				1	01-0000-0-5903-103-0000-2110-003-000	NN C	20.93	0.00					
1106	PO-130938	01/11/2013	811116315-134				2	01-0000-0-5903-103-0000-2110-003-000	NN F	99.52	99.52					
1110	PO-130942	01/11/2013	811116315-134				1	01-0000-0-5902-115-0000-7700-007-000	NN P	75.98	75.98					
1113	PO-130945	01/11/2013	811116315-134				1	01-0000-0-5903-472-0000-2700-014-000	NN P	67.31	67.31					
1160	PO-130982	01/11/2013	811116315-134				1	01-0000-0-5903-236-0000-2700-009-000	NN P	0.04	0.04					
TOTAL PAYMENT AMOUNT											1,017.51 *				1,017.51	
017576/00 OFFICE DEPOT/BUS.SERVICES DIV																
1069	PO-130905	01/11/2013	634907018001				1	01-6500-0-4300-102-5770-1110-003-000	NN P	62.03	62.03					
1069	PO-130905	01/11/2013	634907018002				1	01-6500-0-4300-102-5770-1110-003-000	NN P	2.06	2.06					
1069	PO-130905	01/11/2013	634907017002				1	01-6500-0-4300-102-5770-1110-003-000	NN F	1.75	1.75					
TOTAL PAYMENT AMOUNT											65.84 *				65.84	
011822/00 OLARIU, STEFAN																
1074	PO-130909	01/11/2013	115				1	01-7230-0-5800-112-0000-3600-007-000	NN P	14.75	14.75					
1074	PO-130909	01/11/2013	000-98				1	01-7230-0-5800-112-0000-3600-007-000	NN P	20.34	20.34					
TOTAL PAYMENT AMOUNT											35.09 *				35.09	
014358/00 OFFER, JULIE																
1279	PO-131071	01/11/2013	REIMB				1	01-3010-0-4300-240-1110-1000-011-000	NN F	19.28	19.28					
TOTAL PAYMENT AMOUNT											19.28 *				19.28	
021752/00 PACIFIC POWER & SYSTEMS INC																
823	PO-130689	01/11/2013	312060				1	01-8150-0-5600-106-0000-8110-007-000	NN F	1,000.00	770.00					
TOTAL PAYMENT AMOUNT											770.00 *				770.00	
020169/00 FITZNER, JOSEPH																
44	PO-130023	01/11/2013	DEC MILEAGE				1	01-0000-0-5210-106-0000-8300-007-000	NN P	9.35	9.35					
TOTAL PAYMENT AMOUNT											9.35 *				9.35	

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					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
014069/00	PLATT ELECTRIC SUPPLY															
1093	PO-130927	01/11/2013	2936685			1	01-8150-0-4300-106-0000-8110-007-000	NN P	177.08	177.08						
1093	PO-130927	01/11/2013	2935039			1	01-8150-0-4300-106-0000-8110-007-000	NN P	37.71	37.71						
1093	PO-130927	01/11/2013	2979658			1	01-8150-0-4300-106-0000-8110-007-000	NN P	30.17	30.17						
1093	PO-130927	01/11/2013	2979620			1	01-8150-0-4300-106-0000-8110-007-000	NN P	276.79	276.79						
1093	PO-130927	01/11/2013	2983340			1	01-8150-0-4300-106-0000-8110-007-000	NN P	107.47	107.47						
1093	PO-130927	01/11/2013	2865595			1	01-8150-0-4300-106-0000-8110-007-000	NN P	910.22	910.22						
1093	PO-130927	01/11/2013	3019333			1	01-8150-0-4300-106-0000-8110-007-000	NN P	417.70	417.70						
1093	PO-130927	01/11/2013	3019302			1	01-8150-0-4300-106-0000-8110-007-000	NN P	281.87	281.87						
1093	PO-130927	01/11/2013	3017017			1	01-8150-0-4300-106-0000-8110-007-000	NN P	198.99	198.99						
TOTAL PAYMENT AMOUNT										2,438.00	*					2,438.00
022525/00	POST-IT LLC															
458	PO-130371	01/11/2013	DEC2012			1	01-0000-0-5800-110-0000-7200-004-000	NN F	80.00	100.00						
TOTAL PAYMENT AMOUNT										100.00	*					100.00
017245/00	PRECISION DATA PRODUCTS INC.															
1205	PO-131011	01/11/2013	29227			1	01-0000-0-4300-472-1275-1000-014-000	NN F	250.53	261.31						
TOTAL PAYMENT AMOUNT										261.31	*					261.31
021194/00	PRUDENTIAL OVERALL SUPPLY INC															
91	PO-130061	01/11/2013	180146718			1	01-7230-0-5600-112-0000-3600-007-000	NN P	48.90	48.90						
91	PO-130061	01/11/2013	180145798			1	01-7230-0-5600-112-0000-3600-007-000	NN P	48.90	48.90						
TOTAL PAYMENT AMOUNT										97.80	*					97.80
011238/00	RELIABLE TIRE															
1252	PO-131049	01/11/2013	101266			2	01-7230-0-4300-112-0000-3600-007-000	NN P	778.30	778.30						
1252	PO-131049	01/11/2013	101266			1	01-7240-0-4300-112-5001-3600-007-000	NN P	778.30	778.30						
TOTAL PAYMENT AMOUNT										1,556.60	*					1,556.60
017657/00	RENAISSANCE LEARNING INC.															
882	PO-130732	01/11/2013	INV3959918			1	01-3010-0-4300-371-1110-1000-012-000	YN F	311.26	279.44						
TOTAL PAYMENT AMOUNT										279.44	*					279.44
TOTAL USE TAX AMOUNT										22.36						

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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010627/00		RIVERVIEW INTERNATIONAL TRUCKS						
881 PO-130741	01/11/2013	784128		1 01-7230-0-4300-112-0000-3600-007-000 NN P		46.79	46.79	
				TOTAL PAYMENT AMOUNT	46.79 *			46.79
010242/00		RUSSEL WARNER INC ROTO ROOTER						
923 PO-130776	01/11/2013	310077378		1 01-8150-0-5600-106-0000-8110-007-000 NN F		205.10	405.00	
				TOTAL PAYMENT AMOUNT	405.00 *			405.00
022018/00		SACRAMENTO AUTOGLASS & MIRROR						
94 PO-130161	01/11/2013	ISAC001651		1 01-7230-0-4300-112-0000-3600-007-000 NN F		253.85	253.43	
				TOTAL PAYMENT AMOUNT	253.43 *			253.43
010266/00		SACRAMENTO COUNTY UTILITIES						
47 PO-130025	01/11/2013	5000087608		1 01-0000-0-5540-106-0000-8110-007-000 NN P		283.27	283.27	
47 PO-130025	01/11/2013	50000878546/50000878546		1 01-0000-0-5540-106-0000-8110-007-000 NN F		546.39	2,423.59	
				TOTAL PAYMENT AMOUNT	2,706.86 *			2,706.86
013973/00		SAMBA HOLDINGS INC						
97 PO-130114	01/11/2013	INV00030307		1 01-7230-0-4300-112-0000-3600-007-000 NN F		50.25	44.48	
				TOTAL PAYMENT AMOUNT	44.48 *			44.48
011500/00		SIA / DELTA DENTAL						
PV-131036	01/11/2013	SIA DELTA DENTAL		01-0000-0-9552-000-0000-0000-000-000 NN			44,537.81	
				TOTAL PAYMENT AMOUNT	44,537.81 *			44,537.81
017106/00		SIA/VISION SERVICE PLAN						
PV-131035	01/11/2013	SIA VISION JANUARY		01-0000-0-9552-000-0000-0000-000-000 NN			5,265.34	
				TOTAL PAYMENT AMOUNT	5,265.34 *			5,265.34



81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022385/00	SILVERMAN, TODD						
1215 PO-131032	01/11/2013	REIMB	1 01-5640-0-5200-601-9728-3140-017-084 NN F			149.00	149.00
TOTAL PAYMENT AMOUNT						149.00 *	149.00
010376/00	SLAKEY BROS. INC.						
307 PO-130253	01/11/2013	80188504-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P			388.11	388.11
307 PO-130253	01/11/2013	11074657-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P			70.98	70.98
TOTAL PAYMENT AMOUNT						459.09 *	459.09
018221/00	SMITH-LEHMANN, REBECCA						
1217 PO-131020	01/11/2013	REIMB	1 01-5640-0-4300-601-9728-3150-017-000 NN F			376.18	376.18
TOTAL PAYMENT AMOUNT						376.18 *	376.18
010263/00	SMUD						
51 PO-130029	01/11/2013	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			57,721.44	57,721.44
TOTAL PAYMENT AMOUNT						57,721.44 *	57,721.44
014558/00	SPURR						
52 PO-130030	01/11/2013	23918/50019	1 01-0000-0-5520-106-0000-8110-007-000 NN P			3,577.00	3,577.00
TOTAL PAYMENT AMOUNT						3,577.00 *	3,577.00
020252/00	STAPLES ADVANTAGE						
942 PO-130791	01/11/2013	115085931	1 01-0000-0-4300-236-1110-1000-009-000 NN F			129.71	129.71
TOTAL PAYMENT AMOUNT						129.71 *	129.71
021888/00	SUPERIOR PRESS						
996 PO-130839	01/11/2013	1871114	1 01-0000-0-5800-105-0000-7200-005-000 NN F			377.37	386.99
TOTAL PAYMENT AMOUNT						386.99 *	386.99

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 01 GENERAL FUND

J368 APY500 H.02.05 01/10/13 PAGE 12  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021813/00	SUREWEST						
54 PO-130032	01/11/2013	604800-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			927.15	927.15
TOTAL PAYMENT AMOUNT						927.15 *	927.15
017767/00	SYTECH SOLUTIONS INC						
1096 PO-130930	01/11/2013	3767	1 01-0000-0-5800-106-0000-8200-007-000 NN F			15,000.00	15,000.00
TOTAL PAYMENT AMOUNT						15,000.00 *	15,000.00
016980/00	TEES UNLIMITED						
1274 PO-131069	01/11/2013	2307	1 01-0000-0-5800-371-0000-2700-012-000 NN F			195.48	195.48
TOTAL PAYMENT AMOUNT						195.48 *	195.48
022554/00	THE TRAILER SPECIALIST						
1267 PO-131062	01/11/2013	1228	1 01-0000-0-5600-111-0000-8200-007-000 NN F			120.00	120.00
TOTAL PAYMENT AMOUNT						120.00 *	120.00
018611/00	THIEME V. LUU						
1242 PO-131031	01/11/2013	REISSUE	1 01-0000-0-9200-000-0000-0000-000-000 NN F			1,858.76	1,858.76
TOTAL PAYMENT AMOUNT						1,858.76 *	1,858.76
017756/00	TIGER DIRECT INC						
1139 PO-130964	01/11/2013	J24692480101	1 01-0000-0-4300-472-0000-2700-014-000 YN P			13.56	13.56
1139 PO-130964	01/11/2013	J24692480102	1 01-0000-0-4300-472-0000-2700-014-000 NN F			7.92	6.99
1149 PO-130973	01/11/2013	90023938	1 01-0000-0-4300-472-0000-2700-014-000 YN F			183.95	173.10
TOTAL PAYMENT AMOUNT						193.65 *	193.65
TOTAL USE TAX AMOUNT						14.93	
016370/00	TWIN RIVERS UNIFIED SCH DIST						
600 PO-130498	01/11/2013	132351	1 01-0031-0-5801-110-0000-8300-004-000 NN P			11,250.00	11,250.00
TOTAL PAYMENT AMOUNT						11,250.00 *	11,250.00

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount					
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
022179/00	US HEALTHWORKS															
460	PO-130373	01/11/2013	2174611-CA			1	01-0000-0-5800-110-0000-7200-004-000	NN	P			76.00			76.00	
460	PO-130373	01/11/2013	2179911-CA			1	01-0000-0-5800-110-0000-7200-004-000	NN	P			108.00			108.00	
460	PO-130373	01/11/2013	2200970-CA			1	01-0000-0-5800-110-0000-7200-004-000	NN	P			152.00			152.00	
460	PO-130373	01/11/2013	2203910-CA			1	01-0000-0-5800-110-0000-7200-004-000	NN	P			76.00			76.00	
460	PO-130373	01/11/2013	2213854-CA			1	01-0000-0-5800-110-0000-7200-004-000	NN	F			1.00			58.00	
TOTAL PAYMENT AMOUNT												470.00	*			470.00
022254/00	VALLEY POWER SYSTEMS INC															
1141	PO-130966	01/11/2013	J01068			1	01-7230-0-4300-112-0000-3600-007-000	NN	P			74.64			74.64	
TOTAL PAYMENT AMOUNT												74.64	*			74.64
015018/00	VERHOVETCHI, VEACESLAV															
1165	PO-130984	01/11/2013	114A,89B,000-90	MEAL REIMB		1	01-7230-0-5800-112-0000-3600-007-000	NN	P			40.07			40.07	
TOTAL PAYMENT AMOUNT												40.07	*			40.07
015191/00	WACHOB, CYNTHIA															
1146	PO-130970	01/11/2013	DEC MILEAGE			1	01-6500-0-5210-102-5060-2110-003-000	NN	P			135.42			135.42	
TOTAL PAYMENT AMOUNT												135.42	*			135.42
019842/00	WFCB-OSH COMMERCIAL SERVICES															
41	PO-130021	01/11/2013	0211016369			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			5.15			5.15	
41	PO-130021	01/11/2013	0211153411			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			30.16			30.16	
41	PO-130021	01/11/2013	0211018408			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			11.28			11.28	
41	PO-130021	01/11/2013	0211016579			1	01-8150-0-4300-106-0000-8110-007-000	NN	P			45.43			45.43	
TOTAL PAYMENT AMOUNT												92.02	*			92.02
017313/00	XEROX CORPORATION															
152	PO-130105	01/11/2013	065299955			1	01-3010-0-5612-240-1110-1000-011-000	NN	P			16.50			16.50	
TOTAL PAYMENT AMOUNT												16.50	*			16.50
TOTAL FUND PAYMENT												237,765.97	**			237,765.97
TOTAL USE TAX AMOUNT												37.29				

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 12 CHILD DEVELOPMENT FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	COAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount
018143/00	CHILD DEVELOPMENT CENTERS INC														
674	PO-130559	01/11/2013	5030-1112						1	12-5025-0-5800-100-8500-1000-005-000	NN	P		17,422.05	17,422.05
674	PO-130559	01/11/2013	5030-1112						2	12-6105-0-5800-100-8500-1000-005-000	NN	P		22,173.51	22,173.51
TOTAL PAYMENT AMOUNT														39,595.56 *	39,595.56
TOTAL FUND PAYMENT														39,595.56 **	39,595.56

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
020305/00	CDW GOVERNMENT INC.							
1230 PO-131029	01/11/2013	W000728			1 13-5310-0-5800-108-0000-3700-007-000 NN F		178.34	178.74
					TOTAL PAYMENT AMOUNT		178.74 *	178.74
021080/00	ED JONES FOOD SERVICE INC							
131 PO-130095	01/11/2013	153658			1 13-5310-0-4700-108-0000-3700-007-000 NN P		6,467.36	6,467.36
131 PO-130095	01/11/2013	153799			1 13-5310-0-4700-108-0000-3700-007-000 NN P		5,124.41	5,124.41
131 PO-130095	01/11/2013	153454			1 13-5310-0-4700-108-0000-3700-007-000 NN P		8,335.18	8,335.18
					TOTAL PAYMENT AMOUNT		19,926.95 *	19,926.95
022364/00	HEARTLAND PAYMENT SYSTEMS							
470 PO-130507	01/11/2013	MSB0000001503			1 13-5310-0-5300-108-0000-3700-007-000 NN P		193.05	193.05
					TOTAL PAYMENT AMOUNT		193.05 *	193.05
014836/00	P&D COMMERCIAL PARTS & SERVICE							
472 PO-130413	01/11/2013	0026780-IN			1 13-5310-0-5600-108-0000-3700-007-000 NN P		304.95	304.95
					TOTAL PAYMENT AMOUNT		304.95 *	304.95
016279/00	P&R PAPER SUPPLY							
135 PO-130099	01/11/2013	N 45412-00			1 13-5310-0-4300-108-0000-3700-007-000 NN F		1,091.98	2,039.60
1192 PO-131003	01/11/2013	N44860			1 13-5310-0-4300-108-0000-3700-007-000 NN P		412.20	412.20
					TOTAL PAYMENT AMOUNT		2,451.80 *	2,451.80
019993/00	PROPACIFIC FRESH							
138 PO-130102	01/11/2013	OAK HILL			1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,517.42	1,517.42
138 PO-130102	01/11/2013	DU			1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,222.07	1,222.07
138 PO-130102	01/11/2013	NORTH COUNTRY			1 13-5310-0-4700-108-0000-3700-007-000 NN P		947.64	947.64
138 PO-130102	01/11/2013	WILSON RILES			1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,241.79	1,241.79
138 PO-130102	01/11/2013	CENTER HIGH			1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,087.61	2,087.61
138 PO-130102	01/11/2013	SPINELLI			1 13-5310-0-4700-108-0000-3700-007-000 NN P		704.94	704.94
					TOTAL PAYMENT AMOUNT		7,721.47 *	7,721.47

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
021194/00	PRUDENTIAL OVERALL SUPPLY INC															
137	PO-130101	01/11/2013	180145797			1	13-5310-0-5800-108-0000-3700-007-000	NN P				73.52				73.52
137	PO-130101	01/11/2013	180146717			1	13-5310-0-5800-108-0000-3700-007-000	NN P				73.52				73.52
137	PO-130101	01/11/2013	180145322			1	13-5310-0-5800-108-0000-3700-007-000	NN P				73.52				73.52
TOTAL PAYMENT AMOUNT												220.56 *				220.56
017334/00	SEVEN UP BOTTLING CO. OF S.F.															
134	PO-130098	01/11/2013	2191410055			1	13-5310-0-4700-108-0000-3700-007-000	NN P				556.80				556.80
TOTAL PAYMENT AMOUNT												556.80 *				556.80
016043/00	SHELTONS UNLIMITED MECHANICAL															
369	PO-130308	01/11/2013	12-12044			1	13-5310-0-5600-108-0000-3700-007-000	NY P				248.75				248.75
369	PO-130308	01/11/2013	12-12CWHSE			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12CHIGH			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12DUDLEY			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12RILES			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12OAKH			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12SPINEL			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
369	PO-130308	01/11/2013	12-12NCOUNT			1	13-5310-0-5600-108-0000-3700-007-000	NY P				225.00				225.00
TOTAL PAYMENT AMOUNT												1,823.75 *				1,823.75
020462/00	STAPLES ADVANTAGE															
612	PO-130520	01/11/2013	115375607			1	13-5310-0-4300-108-0000-3700-007-000	NN P				100.51				100.51
TOTAL PAYMENT AMOUNT												100.51 *				100.51
011422/00	SYSCO OF SAN FRANCISCO															
132	PO-130096	01/11/2013	212041880			2	13-5310-0-4300-108-0000-3700-007-000	NN P				449.61				449.61
132	PO-130096	01/11/2013	212111766			2	13-5310-0-4300-108-0000-3700-007-000	NN P				835.19				835.19
132	PO-130096	01/11/2013	212181986			2	13-5310-0-4300-108-0000-3700-007-000	NN P				138.48				138.48
132	PO-130096	01/11/2013	212181986/1503751			1	13-5310-0-4700-108-0000-3700-007-000	NN P				883.49				883.49
132	PO-130096	01/11/2013	212111766/21221OVER			1	13-5310-0-4700-108-0000-3700-007-000	NN P				1,184.04				1,184.04
132	PO-130096	01/11/2013	212041880/1501804FU			1	13-5310-0-4700-108-0000-3700-007-000	NN P				2,522.51				2,522.51
TOTAL PAYMENT AMOUNT												6,013.32 *				6,013.32
TOTAL FUND										PAYMENT		39,491.90 **				39,491.90

81 CENTER UNIFIED SCHOOL DIST.  
01/11/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0037 01/11/13  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019553/00		ACORN ARBORICULTURAL SERVICES					
1044 PO-130879	01/11/2013	3524	1 14-0024-0-5800-106-9629-8110-007-000 NN F			2,400.00	2,400.00
			TOTAL PAYMENT AMOUNT	2,400.00 *			2,400.00
022066/00		STEVE ANDERSON'S PLUMBING INC					
1159 PO-130981	01/11/2013	9137/23651	1 14-0024-0-5600-106-9606-8110-007-000 NN P			8,690.00	8,690.00
			TOTAL PAYMENT AMOUNT	8,690.00 *			8,690.00
			TOTAL FUND PAYMENT	11,090.00 **			11,090.00
			TOTAL BATCH PAYMENT	327,943.43 ***	0.00		327,943.43
			TOTAL USE TAX AMOUNT	37.29			
			TOTAL DISTRICT PAYMENT	327,943.43 ****	0.00		327,943.43
			TOTAL USE TAX AMOUNT	37.29			
			TOTAL FOR ALL DISTRICTS:	327,943.43 ****	0.00		327,943.43
			TOTAL USE TAX AMOUNT	37.29			

Number of warrants to be printed: 98, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0038

To batch: 0038

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
390 PO-130323	01/18/2013	4780818 010613	1 01-0000-0-4300-105-0000-7200-005-000 NN P			16.90	16.90
TOTAL PAYMENT AMOUNT						16.90 *	16.90
013985/00	ALL DIESEL ELECTRIC INC.						
616 PO-130502	01/18/2013	8469	1 01-7230-0-4300-112-0000-3600-007-000 NN F			574.86	669.60
TOTAL PAYMENT AMOUNT						669.60 *	669.60
018232/00	AMERICAN DRYER INC						
1255 PO-131052	01/18/2013	65197	1 01-0000-0-4300-111-0000-8200-007-000 YN F			1,327.48	1,235.00
TOTAL PAYMENT AMOUNT						1,235.00 *	1,235.00
TOTAL USE TAX AMOUNT						98.80	
021307/00	APEX LAMPS						
1257 PO-131054	01/18/2013	I13011253	1 01-0000-0-4300-472-1275-1000-014-000 NN F			264.87	264.87
TOTAL PAYMENT AMOUNT						264.87 *	264.87
015524/00	APOLLO TIME CLOCKS						
1241 PO-131030	01/18/2013	7925	1 01-0000-0-5600-105-0000-7200-005-000 NN F			138.66	135.61
TOTAL PAYMENT AMOUNT						135.61 *	135.61
018649/00	ASSOCIATION FOR SUPERVISION &						
1276 PO-131070	01/18/2013	1242270 SCHMIEDER	1 01-0000-0-5300-240-0000-2700-011-000 NN F			89.00	89.00
TOTAL PAYMENT AMOUNT						89.00 *	89.00
011481/00	AT&T						
3 PO-130005	01/18/2013	4002031	1 01-0000-0-5902-106-0000-8110-007-000 NN P			5,052.83	5,052.83
TOTAL PAYMENT AMOUNT						5,052.83 *	5,052.83

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018533/00	ATKINSON ANDELSON LOYA RUDD						
452 PO-130340	01/18/2013	420082	1 01-0000-0-5804-105-0000-7200-005-000 NE P		1,455.22	1,455.22	
1305 PO-131099	01/18/2013	418533	1 01-0000-0-5804-103-0000-7200-003-000 NE F		1,322.50	1,322.50	
TOTAL PAYMENT AMOUNT				2,777.72 *		2,777.72	
022470/00	ATKINSON YOUTH SERVICES						
521 PO-130448	01/18/2013	DEC12	1 01-6500-0-5800-102-5750-1180-003-000 NN P		1,808.80	1,808.80	
TOTAL PAYMENT AMOUNT				1,808.80 *		1,808.80	
017972/00	BABY STEPS THERAPY						
1000 PO-130845	01/18/2013	10346	1 01-6500-0-5800-102-5750-1180-003-000 NN P		270.00	270.00	
TOTAL PAYMENT AMOUNT				270.00 *		270.00	
017561/00	BAIONI, KIM						
1347 PO-131117	01/18/2013	KAISER REIMB	1 01-0000-0-3403-475-3200-1000-000-000 NN F		50.00	50.00	
TOTAL PAYMENT AMOUNT				50.00 *		50.00	
016805/00	BATES, CHERYL						
1330 PO-131119	01/18/2013	DEC MILEAGE	1 01-6500-0-5800-102-5001-2700-003-000 NY P		62.10	62.10	
TOTAL PAYMENT AMOUNT				62.10 *		62.10	
019184/00	CALIFORNIA SCHOOL BOARD ASSOC.						
1132 PO-130960	01/18/2013	110121	1 01-0000-0-5200-120-0000-7110-001-000 NN F		275.00	275.00	
TOTAL PAYMENT AMOUNT				275.00 *		275.00	
021678/00	CAPITOL ACADEMY						
571 PO-130476	01/18/2013	247	1 01-6500-0-5800-102-5750-1180-003-000 NN P		4,776.80	4,776.80	
TOTAL PAYMENT AMOUNT				4,776.80 *		4,776.80	

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010575/00	CAPITOL CLUTCH & BRAKE INC.						
636 PO-130535	01/18/2013	1229234	1 01-7230-0-4300-112-0000-3600-007-000 NN P			781.92	781.92
TOTAL PAYMENT AMOUNT						781.92 *	781.92
016731/00	COMMITTEE FOR CHILDREN						
1219 PO-131021	01/18/2013	244759	2 01-5630-0-4300-601-1220-1000-017-000 YN F			678.61	629.80
1219 PO-131021	01/18/2013	244759	1 01-9601-0-4300-601-1110-1000-017-000 YN F			2,714.44	2,519.20
TOTAL PAYMENT AMOUNT						3,149.00 *	3,149.00
TOTAL USE TAX AMOUNT						251.92	
010236/00	CREATIVE BUS SALES						
75 PO-130046	01/18/2013	8001781	1 01-7230-0-4300-112-0000-3600-007-000 NN P			115.50	115.50
75 PO-130046	01/18/2013	8001994	1 01-7230-0-4300-112-0000-3600-007-000 NN P			53.44	53.44
75 PO-130046	01/18/2013	8001943	1 01-7230-0-4300-112-0000-3600-007-000 NN F			19.64	1,107.01
822 PO-130688	01/18/2013	5029593/5028547	1 01-7230-0-4300-112-0000-3600-007-000 NN P			154.40	154.40
1354 PO-131130	01/18/2013	8001931	1 01-7230-0-4300-112-0000-3600-007-000 NN F			2,467.53	2,467.53
TOTAL PAYMENT AMOUNT						3,897.88 *	3,897.88
021043/00	CREATIVE THERAPY STORE						
1129 PO-130958	01/18/2013	693781	1 01-6501-0-4300-601-5770-1190-017-000 NN F			154.72	156.11
TOTAL PAYMENT AMOUNT						156.11 *	156.11
010481/00	DEMCO INC						
1145 PO-130969	01/18/2013	4840072	1 01-0000-0-4300-103-0000-2420-003-000 NN F			130.01	130.28
1147 PO-130971	01/18/2013	4840066	1 01-0000-0-4300-103-0000-2420-003-000 NN F			57.68	57.68
TOTAL PAYMENT AMOUNT						187.96 *	187.96
020587/00	ELECTRIC GOLF CAR COMPANY INC						
1321 PO-131103	01/18/2013	004211	1 01-7230-0-4300-112-0000-3600-007-000 NN F			48.60	48.60
TOTAL PAYMENT AMOUNT						48.60 *	48.60

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014084/00		ESPECIAL NEEDS					
1068 PO-130904	01/18/2013	70629	1 01-6500-0-4300-102-5750-1110-003-000 NN F			189.59	175.95
		TOTAL PAYMENT AMOUNT		175.95 *			175.95
017681/00		GEARY PACIFIC SUPPLY					
1352 PO-131128	01/18/2013	2614525	1 01-8150-0-4300-106-0000-8110-007-000 NN F			3,037.56	3,037.56
		TOTAL PAYMENT AMOUNT		3,037.56 *			3,037.56
022347/00		GIVE SOMETHING BACK					
1268 PO-131063	01/18/2013	IN 0058808	1 01-0000-0-4300-103-0000-7200-003-000 NN F			29.69	29.68
		TOTAL PAYMENT AMOUNT		29.68 *			29.68
017718/00		GUIDING HANDS INC.					
757 PO-130632	01/18/2013	DEC D12472	1 01-6500-0-5800-102-5750-1180-003-000 NN P			4,530.96	4,530.96
		TOTAL PAYMENT AMOUNT		4,530.96 *			4,530.96
021609/00		HIMENES, ALAN					
1317 PO-131096	01/18/2013	REIMB LUMBER	1 01-8150-0-4300-106-0000-8110-007-000 NN F			31.60	31.60
		TOTAL PAYMENT AMOUNT		31.60 *			31.60
019127/00		HM RECEIVABLES CO.LLC					
1197 PO-131005	01/18/2013	949064906	1 01-6300-0-4300-236-1110-1000-009-000 NN F			7,343.94	7,343.94
		TOTAL PAYMENT AMOUNT		7,343.94 *			7,343.94
014160/00		HOLLINBECK, ALICE					
1355 PO-131131	01/18/2013	NOV/ DEC MILEAGE	1 01-0000-0-5210-103-1110-1004-003-000 NN P			168.72	168.72
		TOTAL PAYMENT AMOUNT		168.72 *			168.72
017002/00		HOME DEPOT CREDIT SERVICES					
31 PO-130017	01/18/2013	6669 0271155	1 01-8150-0-4300-106-0000-8110-007-000 NN P			32.42	32.42
		TOTAL PAYMENT AMOUNT		32.42 *			32.42

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr Remit name  
Req Reference Date Description  
-----  
021775/00 HOME DEPOT SUPPLY

Tax ID num Deposit type ABA num Account num  
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP  
Liq Amt Net Amount

32 PO-130018 01/18/2013 9119904630

1 01-8150-0-4300-106-0000-8110-007-000 NN P 39.86  
TOTAL PAYMENT AMOUNT 39.86

011341/00 HUNT & SONS INC

79 PO-130049 01/18/2013 533080

1 01-7230-0-4308-112-0000-3600-007-000 NN P 25,286.67  
TOTAL PAYMENT AMOUNT 25,286.67

017603/00 HUNT, CAROL

1325 PO-131107 01/18/2013 REIMB

1 01-0000-0-4300-101-0000-7150-002-000 NN F 10.47  
TOTAL PAYMENT AMOUNT 10.47

021789/00 JABBERGYM INC

529 PO-130455 01/18/2013 2854

1 01-6500-0-5800-102-5750-1180-003-000 NN P 380.00  
TOTAL PAYMENT AMOUNT 380.00

015080/00 LILLY PROPERTIES INC

276 PO-130234 01/18/2013 0108135

1 01-0000-0-5550-106-0000-8110-007-000 NN P 593.36  
TOTAL PAYMENT AMOUNT 593.36

010445/00 LINGUI SYSTEMS INC.

1243 PO-131041 01/18/2013 2728249  
1245 PO-131043 01/18/2013 2728264

1 01-5640-0-4300-601-9728-3150-017-000 YN F 359.59  
1 01-5640-0-4300-601-9728-3150-017-000 YN P 319.90  
TOTAL PAYMENT AMOUNT 652.85  
TOTAL USE TAX AMOUNT 52.23

017726/00 LOS ANGELES FREIGHTLINER

68 PO-130041 01/18/2013 BN-40082  
68 PO-130041 01/18/2013 BN-401268

1 01-7230-0-4300-112-0000-3600-007-000 NN P 102.44  
1 01-7230-0-4300-112-0000-3600-007-000 NN P 204.88  
TOTAL PAYMENT AMOUNT 307.32

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BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
022406/00	MAXIM HEALTHCARE SERVICES INC															
632	PO-130533	01/18/2013	1239430262/1244770262			1	01-0000-0-5800-102-0000-3140-003-000	NN P	7,320.80	7,320.80						
632	PO-130533	01/18/2013	1267780262/1287740262			1	01-0000-0-5800-102-0000-3140-003-000	NN F	879.60	6,534.40						
TOTAL PAYMENT AMOUNT									13,855.20 *	13,855.20						
022172/00	MED TRANS															
864	PO-130723	01/18/2013	NOV-DEC INV 649			1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,040.00	1,040.00						
TOTAL PAYMENT AMOUNT									1,040.00 *	1,040.00						
015787/00	O'REILLY AUTO PARTS															
1076	PO-130915	01/18/2013	3558-210330			1	01-7230-0-4300-112-0000-3600-007-000	NN P	36.90	36.90						
1076	PO-130915	01/18/2013	3558-208671			1	01-7230-0-4300-112-0000-3600-007-000	NN P	5.65	5.65						
1076	PO-130915	01/18/2013	3558-210287			1	01-7230-0-4300-112-0000-3600-007-000	NN P	69.08	69.08						
1076	PO-130915	01/18/2013	3558-211796			1	01-7230-0-4300-112-0000-3600-007-000	NN P	6.21	6.21						
1076	PO-130915	01/18/2013	3558-211737			1	01-7230-0-4300-112-0000-3600-007-000	NN P	41.03	41.03						
TOTAL PAYMENT AMOUNT									158.87 *	158.87						
017576/00	OFFICE DEPOT/BUS.SERVICES DIV															
1237	PO-131038	01/18/2013	639494110001			1	01-5640-0-4300-601-9728-1000-017-000	NN F	118.37	118.37						
TOTAL PAYMENT AMOUNT									118.37 *	118.37						
021139/00	PACIFIC COAST BREAKER LLC															
1322	PO-131104	01/18/2013	PCB IN-12676			1	01-8150-0-4300-106-0000-8110-007-000	NN P	75.60	75.60						
TOTAL PAYMENT AMOUNT									75.60 *	75.60						
019700/00	PITNEY BOWES INC															
210	PO-130178	01/18/2013	1255240			1	01-0000-0-7439-106-0000-9100-007-000	NN F	1,248.10	1,262.57						
TOTAL PAYMENT AMOUNT									1,262.57 *	1,262.57						
011345/00	PLACER LEARNING CENTER															
565	PO-130474	01/18/2013	DEC 2012			1	01-6500-0-5800-102-5750-1180-003-000	NN P	6,824.00	6,824.00						
TOTAL PAYMENT AMOUNT									6,824.00 *	6,824.00						

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BATCH: 0038 011813  
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
							FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
014069/00	PLATT ELECTRIC SUPPLY									
1093	PO-130927	01/18/2013	3050085				1 01-8150-0-4300-106-0000-8110-007-000 NN P		62.84	62.84
							TOTAL PAYMENT AMOUNT	62.84 *		62.84
018535/00	POINT QUEST EDUCATION INC									
531	PO-130456	01/18/2013	DEC 2012				1 01-6500-0-5800-102-5750-1180-003-000 NN P		5,539.26	5,539.26
							TOTAL PAYMENT AMOUNT	5,539.26 *		5,539.26
021401/00	PRACTI-CAL INC									
1329	PO-131110	01/18/2013	23647				1 01-5640-0-5800-103-0000-3140-003-000 NN P		338.88	338.88
1329	PO-131110	01/18/2013	23755				1 01-5640-0-5800-103-0000-3140-003-000 NN P		3.21	3.21
1329	PO-131110	01/18/2013	23803				1 01-5640-0-5800-103-0000-3140-003-000 NN P		176.01	176.01
1329	PO-131110	01/18/2013	23860				1 01-5640-0-5800-103-0000-3140-003-000 NN F		73.80	73.80
							TOTAL PAYMENT AMOUNT	591.90 *		591.90
017245/00	PRECISION DATA PRODUCTS INC.									
1291	PO-131076	01/18/2013	29284				1 01-0000-0-4300-472-1284-1000-014-000 NN F		265.81	264.92
							TOTAL PAYMENT AMOUNT	264.92 *		264.92
021194/00	PRUDENTIAL OVERALL SUPPLY INC									
91	PO-130061	01/18/2013	180147177				1 01-7230-0-5600-112-0000-3600-007-000 NN P		48.90	48.90
181	PO-130144	01/18/2013	180147176				1 01-0000-0-5800-111-0000-8200-007-000 NN P		121.32	121.32
							TOTAL PAYMENT AMOUNT	170.22 *		170.22
018509/00	QUINTESSENTIAL SCHOOL SYSTEMS									
1307	PO-131092	01/18/2013	J BESS 2/21				1 01-0000-0-5200-105-0000-7200-005-000 NN F		250.00	250.00
							TOTAL PAYMENT AMOUNT	250.00 *		250.00
017016/00	RADIO SHACK CORPORATION									
215	PO-130185	01/18/2013	54082				1 01-8150-0-4300-106-0000-8110-007-000 NN P		49.66	49.66
							TOTAL PAYMENT AMOUNT	49.66 *		49.66

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BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011238/00		RELIABLE TIRE						
1252 PO-131049	01/18/2013	100818		2 01-7230-0-4300-112-0000-3600-007-000 NN P			1,644.91	1,644.91
1252 PO-131049	01/18/2013	100818		1 01-7240-0-4300-112-5001-3600-007-000 NN P			1,644.91	1,644.91
TOTAL PAYMENT AMOUNT				3,289.82 *				3,289.82
010373/00		SCHOOLS INSURANCE AUTHORITY						
488 PO-130386	01/18/2013	2013UST-KAM.15		1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
TOTAL PAYMENT AMOUNT				150.00 *				150.00
018370/00		STANLEY CONVERGENT SECURITY						
53 PO-130031	01/18/2013	9864831		1 01-0000-0-5800-106-0000-8110-007-000 NN P			117.90	117.90
53 PO-130031	01/18/2013	9845575		1 01-0000-0-5800-106-0000-8110-007-000 NN P			174.66	174.66
53 PO-130031	01/18/2013	9881193		1 01-0000-0-5800-106-0000-8110-007-000 NN P			2,469.39	2,469.39
TOTAL PAYMENT AMOUNT				2,761.95 *				2,761.95
020252/00		STAPLES ADVANTAGE						
1240 PO-131040	01/18/2013	318984339		1 01-5640-0-4300-601-9728-3150-017-000 NN F			102.08	108.63
TOTAL PAYMENT AMOUNT				108.63 *				108.63
010137/00		STATE BOARD OF EQUALIZATION						
734 PO-130614	01/18/2013	57-415168 OCT-DEC 2012		1 01-7230-0-5800-112-0000-3600-007-000 NN P			91.42	91.42
1334 PO-131113	01/18/2013	44-018826		1 01-7230-0-5800-112-0000-3600-007-000 NN F			621.88	621.88
TOTAL PAYMENT AMOUNT				713.30 *				713.30
022510/00		SUPLAY WRESTLER'S WORLD						
1064 PO-130896	01/18/2013	SI-221198		1 01-0000-0-4300-472-1263-4200-014-000 NN P			335.86	335.86
1064 PO-130896	01/18/2013	SI-219289		1 01-0000-0-4300-472-1263-4200-014-000 NN P			406.30	406.30
1064 PO-130896	01/18/2013	SI-219577		1 01-0000-0-4300-472-1263-4200-014-000 NN P			68.36	48.00
TOTAL PAYMENT AMOUNT				790.16 *				790.16
021813/00		SUREWEST						
55 PO-130033	01/18/2013	60445-0001 JAN		1 01-0000-0-5902-106-0000-8110-007-000 NN P			1,407.21	1,407.21
TOTAL PAYMENT AMOUNT				1,407.21 *				1,407.21



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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit	type	ABA num	Account num		Liq Amt	Net Amount				
					FD	RESSO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
016005/00	SWRCB FEES															
1340	PO-131121	01/18/2013	SW-0057196				1	01-8150-0-5800-106-0000-8110-007-000	NN	F	1,359.00	1,359.00				
TOTAL PAYMENT AMOUNT											1,359.00 *	1,359.00				
021841/00	TOGO'S/BASKIN-ROBBINS															
1314	PO-131081	01/18/2013	274191				1	01-0000-0-4300-101-0000-7150-002-000	NN	F	43.99	43.99				
TOTAL PAYMENT AMOUNT											43.99 *	43.99				
019912/00	VALORIA, CECILLE															
1332	PO-131111	01/18/2013	REIMB				1	01-0000-0-5200-103-0000-7200-003-000	NN	F	507.86	507.86				
TOTAL PAYMENT AMOUNT											507.86 *	507.86				
020091/00	VAN NESS-CORONADO, LISA															
1281	PO-131097	01/18/2013	REIMB				1	01-3010-0-5200-234-1110-2140-008-000	NN	F	1,110.00	1,110.00				
TOTAL PAYMENT AMOUNT											1,110.00 *	1,110.00				
018567/00	WESTERN STATES GLASS															
1100	PO-130936	01/18/2013	406540				1	01-8150-0-4300-106-0000-8110-007-000	NN	P	62.63	62.63				
TOTAL PAYMENT AMOUNT											62.63 *	62.63				
019842/00	WFCB-OSH COMMERCIAL SERVICES															
1099	PO-130935	01/18/2013	0211157817				1	01-0000-0-4300-106-0000-8110-007-000	NN	P	114.43	114.43				
TOTAL PAYMENT AMOUNT											114.43 *	114.43				
017313/00	XEROX CORPORATION															
283	PO-130240	01/18/2013	300101286				1	01-0000-0-5800-115-9790-8200-007-000	NN	P	41,201.82	41,201.82				
283	PO-130240	01/18/2013	300101552				1	01-0000-0-5800-115-9790-8200-007-000	NN	P	535.06	535.06				
311	PO-130260	01/18/2013	300101286				1	01-3010-0-5612-371-1110-1000-012-000	NN	P	50.00	50.00				
312	PO-130261	01/18/2013	300101286				1	01-7220-0-5612-472-1110-1000-014-000	NN	P	100.00	100.00				
313	PO-130262	01/18/2013	30010286				1	01-0000-0-5612-472-9769-1000-014-000	NN	P	25.00	25.00				
314	PO-130263	01/18/2013	300101286				1	01-0000-0-5612-115-9780-8200-007-000	NN	P	25.00	25.00				
315	PO-130264	01/18/2013	300101286				1	01-3550-0-5612-472-1110-1000-014-000	NN	P	100.00	100.00				
316	PO-130265	01/18/2013	300101286				1	01-6500-0-5612-102-5001-2700-003-000	NN	P	25.00	25.00				
317	PO-130266	01/18/2013	300101286				1	01-0000-0-5612-371-0000-2700-012-000	NN	P	25.00	25.00				



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BATCH: 0038 011813  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Reg Reference	Date	Description	Tax ID num	Deposit type	FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP	ABA num	Account num	Liq Amt	Net Amount
017313/00	XEROX CORPORATION																		
318	PO-130267	01/18/2013	300101286															100.00	100.00
319	PO-130268	01/18/2013	300101286															20.00	20.00
319	PO-130268	01/18/2013	300101286															80.00	80.00
320	PO-130269	01/18/2013	300101286															100.00	100.00
TOTAL PAYMENT AMOUNT																		300.00	300.00
TOTAL FUND PAYMENT																		300.00	300.00

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BATCH: 0038 011813  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1236 PO-131037	01/13/2018	639495094001	1 11-0030-0-4300-601-4130-1000-017-000 NN F			64.78	64.78
		TOTAL PAYMENT AMOUNT	64.78 *				64.78
017313/00		XEROX CORPORATION					
321 PO-130270	01/18/2013	300101286	1 11-0030-0-5612-601-4130-1000-017-000 NN P			25.00	25.00
		TOTAL PAYMENT AMOUNT	25.00 *				25.00
		TOTAL FUND PAYMENT	89.78 **				89.78

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
019834/00	BERKELEY FARMS INC									
696 PO-130582	01/18/2013	CENTER HIGH	325800				1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,475.41	1,475.41
696 PO-130582	01/18/2013	DUDLEY	325920				1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,454.73	1,454.73
696 PO-130582	01/18/2013	NORTH COUNTRY	325980				1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,169.93	1,169.93
696 PO-130582	01/18/2013	OH	3258090				1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,315.76	1,315.76
696 PO-130582	01/18/2013	SP	325950				1 13-5310-0-4700-108-0000-3700-007-000	NN P	962.87	962.87
696 PO-130582	01/18/2013	WCR	326010				1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,262.14	1,262.14
TOTAL PAYMENT AMOUNT									7,640.84 *	7,640.84
015699/00	CLARK SECURITY PRODUCTS									
1290 PO-131087	01/18/2013	SA12890001					1 13-5310-0-4300-108-0000-3700-007-000	NN F	72.35	72.35
TOTAL PAYMENT AMOUNT									72.35	72.35
017417/00	COLBURN, LISA									
1310 PO-131100	01/18/2013	REFUND					1 13-5310-0-8634-000-0000-0000-000	NN F	4.86	4.86
TOTAL PAYMENT AMOUNT									4.86	4.86
011602/00	DANIELSEN CO., THE									
133 PO-130097	01/18/2013	112560/259337					2 13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
133 PO-130097	01/18/2013	112992					2 13-5310-0-4300-108-0000-3700-007-000	NN P	11.21	11.21
133 PO-130097	01/18/2013	1015					2 13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
133 PO-130097	01/18/2013	112560/259337					1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,117.28	1,117.28
133 PO-130097	01/18/2013	112992					1 13-5310-0-4700-108-0000-3700-007-000	NN P	1,508.63	1,508.63
133 PO-130097	01/18/2013	1015					1 13-5310-0-4700-108-0000-3700-007-000	NN P	2,952.39	2,952.39
TOTAL PAYMENT AMOUNT									5,605.51 *	5,605.51
016279/00	PER PAPER SUPPLY									
1192 PO-131003	01/18/2013	N45942-00					1 13-5310-0-4300-108-0000-3700-007-000	NN P	859.68	859.68
TOTAL PAYMENT AMOUNT									859.68	859.68
014069/00	PLATT ELECTRIC SUPPLY									
1045 PO-130949	01/18/2013	2658376					1 13-5310-0-4300-108-0000-3700-007-000	NN P	369.11	369.11
1045 PO-130949	01/18/2013	2797586					1 13-5310-0-4300-108-0000-3700-007-000	NN P	76.37	76.37
1045 PO-130949	01/18/2013	2788627					1 13-5310-0-4300-108-0000-3700-007-000	NN P	155.38	155.38
1045 PO-130949	01/18/2013	2917055					1 13-5310-0-4300-108-0000-3700-007-000	NN P	125.21	125.21
TOTAL PAYMENT AMOUNT									726.07 *	726.07

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 011813  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit	type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date								
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP									
018089/00	POWELL, ANNA								
1284 PO-131085	01/18/2013	REFUND			1 13-5310-0-8634-000-0000-0000-000-000 NN F			11.80	11.80
TOTAL PAYMENT AMOUNT								11.80 *	11.80
011255/00	SARA LEE BAKERY GROUP								
474 PO-130508	01/18/2013	OAK HILL			1 13-5310-0-4700-108-0000-3700-007-000 NN P			102.19	102.19
474 PO-130508	01/18/2013	CENTER HIGH			1 13-5310-0-4700-108-0000-3700-007-000 NN P			210.73	210.73
474 PO-130508	01/18/2013	NORTH COUNTRY			1 13-5310-0-4700-108-0000-3700-007-000 NN P			103.80	103.80
474 PO-130508	01/18/2013	SPINELLI			1 13-5310-0-4700-108-0000-3700-007-000 NN P			47.37	47.37
474 PO-130508	01/18/2013	WILSON RILES			1 13-5310-0-4700-108-0000-3700-007-000 NN P			119.84	119.84
TOTAL PAYMENT AMOUNT								583.93 *	583.93
016043/00	SHELTONS UNLIMITED MECHANICAL								
369 PO-130308	01/18/2013	13-01 CWHSE			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	13-01 C HIGH			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	13-01 DUDLEY			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	13-01 OAK H			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	13-01 n COUNTRY			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	SPINELLI 13-01			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
369 PO-130308	01/18/2013	13-01 WILSON RILES			1 13-5310-0-5600-108-0000-3700-007-000 NY P			225.00	225.00
TOTAL PAYMENT AMOUNT								1,575.00 *	1,575.00
011375/00	VALLEY DOOR SERVICES								
1338 PO-131120	01/18/2013	2782			1 13-5310-0-4300-108-0000-3700-007-000 NN F			152.00	152.00
TOTAL PAYMENT AMOUNT								152.00 *	152.00
TOTAL FUND PAYMENT								17,232.04 **	17,232.04

81 CENTER UNIFIED SCHOOL DIST.  
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BATCH: 0038 011813 << Open >>  
FUND : 14 DEFERRED MAINTENANCE FUND

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount
015121/00	B.J. FLOORING INC							
1028	PO-130870	01/18/2013	2009162		1 14-0024-0-5600-106-9611-8110-007-000 NN F		10,000.00	10,000.00
					TOTAL PAYMENT AMOUNT		10,000.00 *	10,000.00
017681/00	GEARY PACIFIC SUPPLY							
1343	PO-131123	01/18/2013	2622069		1 14-0024-0-4300-106-9607-8110-007-000 NN F		3,491.59	3,491.59
					TOTAL PAYMENT AMOUNT		3,491.59 *	3,491.59
					TOTAL FUND PAYMENT		13,491.59 **	13,491.59
					TOTAL BATCH PAYMENT		188,963.89 ***	
					TOTAL USE TAX AMOUNT		402.95	188,963.89
					TOTAL DISTRICT PAYMENT		188,963.89 ****	
					TOTAL USE TAX AMOUNT		402.95	188,963.89
					TOTAL FOR ALL DISTRICTS:		188,963.89 ****	
					TOTAL USE TAX AMOUNT		402.95	188,963.89

Number of warrants to be printed: 78, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0039

To batch: 0039

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
018238/00	3M REMITTANCE						
1103 PO-130937	01/25/2013	GZ05249	1	01-0000-0-5600-472-0000-2700-014-000	NN F	55.62	59.94
TOTAL PAYMENT AMOUNT						59.94 *	59.94
010450/00	ACADEMIC THERAPY PUBLICATIONS						
1295 PO-131088	01/25/2013	175597	1	01-5640-0-4300-601-9728-3150-017-000	NN F	94.40	95.04
TOTAL PAYMENT AMOUNT						95.04 *	95.04
015797/00	ACE SUPPLY HARDWARE NORTH						
194 PO-130168	01/25/2013	91088/2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	3.02	3.02
TOTAL PAYMENT AMOUNT						3.02 *	3.02
011650/00	ADVANCE SOUND & ELECTRONICS						
1350 PO-131135	01/25/2013	26474	1	01-0000-0-5600-371-0000-2700-012-000	NN F	195.75	195.75
TOTAL PAYMENT AMOUNT						195.75 *	195.75
013985/00	ALL DIESEL ELECTRIC INC.						
1320 PO-131102	01/25/2013	8505-	1	01-7230-0-4300-112-0000-3600-007-000	NN P	226.80	226.80
TOTAL PAYMENT AMOUNT						226.80 *	226.80
021763/00	ALL STAR RENTS						
8 PO-130009	01/25/2013	352619	1	01-8150-0-5600-106-0000-8110-007-000	NN P	76.95	76.95
TOTAL PAYMENT AMOUNT						76.95 *	76.95
017075/00	AMERICAN RIVER SPEECH INC.						
1189 PO-131001	01/25/2013	01/10/2013	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,771.00	2,771.00
TOTAL PAYMENT AMOUNT						2,771.00 *	2,771.00
021235/00	BECKER, LEE ANN						
761 PO-130638	01/25/2013	DEC MILEAGE	1	01-0000-0-5210-102-0000-3140-003-000	NN P	34.41	34.41
TOTAL PAYMENT AMOUNT						34.41 *	34.41

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
							FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
020540/00	CALIFORNIA AMERICAN WATER CO									
13	PO-130011	01/25/2013	05-0054876-3			1	01-0000-0-5540-106-0000-8110-007-000 NN P		76.59	76.59
13	PO-130011	01/25/2013	05-0054874-8			1	01-0000-0-5540-106-0000-8110-007-000 NN P		180.61	180.61
13	PO-130011	01/25/2013	05-0052956-5			1	01-0000-0-5540-106-0000-8110-007-000 NN P		534.44	534.44
13	PO-130011	01/25/2013	05-0052643-9			1	01-0000-0-5540-106-0000-8110-007-000 NN P		843.94	843.94
13	PO-130011	01/25/2013	05-0550586-7			1	01-0000-0-5540-106-0000-8110-007-000 NN P		845.10	845.10
13	PO-130011	01/25/2013	05-0053100-9			1	01-0000-0-5540-106-0000-8110-007-000 NN P		550.48	550.48
13	PO-130011	01/25/2013	05-0401542-1			1	01-0000-0-5540-106-0000-8110-007-000 NN P		172.67	172.67
13	PO-130011	01/25/2013	050509237-9			1	01-0000-0-5540-106-0000-8110-007-000 NN P		223.14	223.14
13	PO-130011	01/25/2013	05-0052955-7			1	01-0000-0-5540-106-0000-8110-007-000 NN F		60.96	4,798.77
13	PO-130011	01/25/2013	05-0053101-7			2	01-0000-0-5540-106-0000-8110-007-000 NN P		1,311.39	1,311.39
13	PO-130011	01/25/2013	05-0482625-6			2	01-0000-0-5540-106-0000-8110-007-000 NN P		427.49	427.49
13	PO-130011	01/25/2013	05-0062336-8			2	01-0000-0-5540-106-0000-8110-007-000 NN F		961.12	866.77
							TOTAL PAYMENT AMOUNT		10,831.39 *	10,831.39
016518/00	CAMBIUM LEARNING INC									
1172	PO-130987	01/25/2013	R11067573			1	01-3010-0-4300-234-1110-1000-008-000 NN F		673.81	675.26
							TOTAL PAYMENT AMOUNT		675.26 *	675.26
021036/00	CCHAT CENTER									
528	PO-130454	01/25/2013	CENTER12/12			1	01-6500-0-5800-102-5750-1180-003-000 NN P		1,614.21	1,614.21
							TOTAL PAYMENT AMOUNT		1,614.21 *	1,614.21
020305/00	CDW GOVERNMENT INC.									
878	PO-130738	01/25/2013	S236997			1	01-3010-0-4300-371-1110-1000-012-000 NN F		98.01	95.52
1315	PO-131082	01/25/2013	W366830			1	01-0000-0-4400-101-0000-7150-002-000 NN F		174.74	174.74
							TOTAL PAYMENT AMOUNT		270.26 *	270.26
010407/00	CENTER UNIFIED REVOLVING FUND									
1346	PO-131125	01/25/2013	4075 AWARDS BY KAY			1	01-0000-0-5800-110-0000-7200-004-000 NN F		231.34	231.34
							TOTAL PAYMENT AMOUNT		231.34 *	231.34
016355/00	CHILD THERAPY TOYS.COM									
1128	PO-130957	01/25/2013	42714			1	01-6501-0-4300-601-5770-1190-017-000 YN F		200.11	184.71
							TOTAL PAYMENT AMOUNT		184.71 *	184.71
							TOTAL USE TAX AMOUNT		14.78	

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP
015718/00		CUSTOM BENEFIT ADMINISTRATORS					
	PV-131038 01/25/2013	JANUARY 31 2013					
			01-0000-0-9552-000-0000-0000-000-000	NN			2,143.92
		TOTAL PAYMENT AMOUNT					2,143.92
011772/00		FOLLETT SOFTWARE COMPANY					
	1288 PO-131086 01/25/2013	1050720					
			1 01-0000-0-5800-472-0000-2420-014-000	NN F		450.00	450.00
		TOTAL PAYMENT AMOUNT					450.00
022347/00		GIVE SOMETHING BACK					
	1326 PO-131108 01/25/2013	IN-0062190					
			1 01-6500-0-4300-102-5770-1120-003-000	NN F		32.38	34.54
	1336 PO-131115 01/25/2013	IN-0062189					
			1 01-6500-0-4300-102-5770-1110-003-000	NN F		69.98	88.32
	1337 PO-131116 01/25/2013	IN-0062191					
			1 01-6500-0-4300-102-5770-1110-003-000	NN F		32.38	34.54
		TOTAL PAYMENT AMOUNT					157.40
022345/00		HAGMAN, AARON					
	1327 PO-131132 01/25/2013	REIMB					
			1 01-5640-0-4300-601-9728-1000-017-475	NN F		346.68	346.68
		TOTAL PAYMENT AMOUNT					346.68
013988/00		Hajoca Corporation					
	12 PO-130112 01/25/2013	S007091305.001					
			1 01-8150-0-4300-106-0000-8110-007-000	NN P		53.40	53.40
		TOTAL PAYMENT AMOUNT					53.40
017002/00		HOME DEPOT CREDIT SERVICES					
	31 PO-130017 01/25/2013	66690125590					
			1 01-8150-0-4300-106-0000-8110-007-000	NN P		13.81	13.81
		TOTAL PAYMENT AMOUNT					13.81
021775/00		HOME DEPOT SUPPLY					
	32 PO-130018 01/25/2013	9119953372					
			1 01-8150-0-4300-106-0000-8110-007-000	NN P		235.89	235.89
		TOTAL PAYMENT AMOUNT					235.89

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
010355/00	KAISER							
PV-131039	01/25/2013	KAISER FEBRUARY			01-0000-0-9552-000-0000-0000-000-000 NN		157,921.13	157,921.13
		TOTAL PAYMENT AMOUNT			157,921.13 *			
010212/00	LAKESHORE LEARNING MATERIALS							
1250 PO-131048	01/25/2013	1504690113			1 01-5640-0-4300-601-9728-1000-017-082 NN F		30.81	35.39
		TOTAL PAYMENT AMOUNT			35.39 *			35.39
015787/00	O'REILLY AUTO PARTS							
1076 PO-130915	01/25/2013	3558-212174			1 01-7230-0-4300-112-0000-3600-007-000 NN P		24.43	24.43
1076 PO-130915	01/25/2013	3558-212146			1 01-7230-0-4300-112-0000-3600-007-000 NN P		17.26	17.26
1076 PO-130915	01/25/2013	3558-212197			1 01-7230-0-4300-112-0000-3600-007-000 NN P		45.81	45.81
1076 PO-130915	01/25/2013	3558-212155			1 01-7230-0-4300-112-0000-3600-007-000 NN P		40.58	40.58
1076 PO-130915	01/25/2013	3558-212216/3558-212225			1 01-7230-0-4300-112-0000-3600-007-000 NN P		11.32	11.32
		TOTAL PAYMENT AMOUNT			139.40 *			139.40
022163/00	ODYSSEY LEARNING CENTER INC							
524 PO-130450	01/25/2013	8002681			1 01-6500-0-5800-102-5750-1180-003-000 NN P		3,106.88	3,106.88
		TOTAL PAYMENT AMOUNT			3,106.88 *			3,106.88
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
91 PO-130061	01/25/2013	1814765			1 01-7230-0-5600-112-0000-3600-007-000 NN P		48.90	48.90
		TOTAL PAYMENT AMOUNT			48.90 *			48.90
010552/00	SAC VAL JANITORIAL							
1150 PO-130974	01/25/2013	10020234			1 01-0000-0-9320-000-0000-0000-000-000 NN P		1,804.35	1,804.35
1150 PO-130974	01/25/2013	10020231			1 01-0000-0-9320-000-0000-0000-000-000 NN P		3,249.11	3,249.11
		TOTAL PAYMENT AMOUNT			5,053.46 *			5,053.46
020984/00	SAME DAY SIGNS							
1289 PO-131075	01/25/2013	35956			1 01-0000-0-5800-106-0000-8110-007-000 NN P		226.80	226.80
		TOTAL PAYMENT AMOUNT			226.80 *			226.80

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010010/00	SIERRA SCHOOL						
739 PO-130618	01/25/2013	0009198-IN	2 01-6500-0-5800-102-5750-1180-003-000 NN P			2,452.50	2,452.50
TOTAL PAYMENT AMOUNT							2,452.50
							2,452.50
019232/00	SPEECH CORNER						
1244 PO-131042	01/25/2013	5848	1 01-5640-0-4300-601-9728-3150-017-000 YN F			25.38	23.94
TOTAL PAYMENT AMOUNT							23.94
TOTAL USE TAX AMOUNT							1.92
016861/00	SPORT SUPPLY GROUP INC.						
1248 PO-131046	01/25/2013	95114454	1 01-5640-0-4300-601-9728-1000-017-082 NN F			83.22	83.05
TOTAL PAYMENT AMOUNT							83.05
							83.05
018066/00	SUPER DUPER INC.						
1246 PO-131044	01/25/2013	1838591A	1 01-5640-0-4300-601-9728-3150-017-000 YN F			147.63	136.69
TOTAL PAYMENT AMOUNT							136.69
TOTAL USE TAX AMOUNT							10.94
015018/00	VERHOVETCHI, VEACESLAV						
1165 PO-130984	01/25/2013	TRIP115,100,92,117 MEAL REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN P			37.93	37.93
TOTAL PAYMENT AMOUNT							37.93
							37.93
022221/00	WESTERN HEALTH ADVANTAGE						
PV-131040	01/25/2013	WHA FEBRUARY	01-0000-0-9552-000-0000-0000-000-000 NN				95,510.90
TOTAL PAYMENT AMOUNT							95,510.90
							95,510.90
010116/00	WESTERN PSYCHOLOGICAL SERVICES						
1098 PO-130934	01/25/2013	691103	1 01-6500-0-4300-102-5001-3120-003-000 NN F			140.08	136.30
TOTAL PAYMENT AMOUNT							136.30
							136.30

81 CENTER UNIFIED SCHOOL DIST.  
1/25/2013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018567/00	WESTERN STATES GLASS						
1100 PO-130936	01/25/2013	409268	1 01-8150-0-4300-106-0000-8110-007-000 NN P			71.48	71.48
TOTAL PAYMENT AMOUNT						71.48 *	71.48
019842/00	WFCB-OSH COMMERCIAL SERVICES						
41 PO-130021	01/25/2013	02111589 060 1172013	1 01-8150-0-4300-106-0000-8110-007-000 NN P			6.67	6.67
41 PO-130021	01/25/2013	02110364 06 01152013	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.20	30.20
TOTAL PAYMENT AMOUNT						36.87 *	36.87
TOTAL FUND PAYMENT						285,692.80 **	285,692.80
TOTAL USE TAX AMOUNT						27.64	

81 CENTER UNIFIED SCHOOL DIST.  
1/25/2013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 11 ADULT EDUCATION FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011596/00		NEW READERS PRESS					
1238 PO-131039	01/25/2013	6762360	1 11-0028-0-4200-601-4130-1000-017-000 NN F			353.81	335.00
1238 PO-131039	01/25/2013	6762360	2 11-0028-0-4300-601-4130-1000-017-000 NN F			132.35	123.91
TOTAL PAYMENT AMOUNT						458.91 *	458.91
TOTAL FUND PAYMENT						458.91 **	458.91

81 CENTER UNIFIED SCHOOL DIST.  
1/25/2013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P	OBJE	SIT	GOAL	FUNC
			RES	DEP	T9MP	Liq Amt	Net Amount	
018143/00		CHILD DEVELOPMENT CENTERS INC						
674 PO-130559	01/25/2013	5034-1212	1	12-5025-0-5800-100-8500-1000-005-000	NN P	15,718.11	15,718.11	
674 PO-130559	01/25/2013	5034-1212	1	12-5025-0-5800-100-8500-1000-005-000	NN P	20,004.86	20,004.86	
			TOTAL PAYMENT AMOUNT			35,722.97 *	35,722.97	
			TOTAL FUND	PAYMENT		35,722.97 **	35,722.97	



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01/25/2013  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
020305/00		CDW GOVERNMENT INC.					
1263 PO-131059	01/25/2013	W331505	1	13-5310-0-5800-108-0000-3700-007-000	NN P	58.95	58.95
1263 PO-131059	01/25/2013	W363654	1	13-5310-0-5800-108-0000-3700-007-000	NN F	117.89	117.90
TOTAL PAYMENT AMOUNT						176.85 *	176.85
TOTAL FUND PAYMENT						176.85 **	176.85

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST J918 APY500 H.02.05 01/24/13 PAGE 10  
BATCH: 0039 01/25/2013 << Open >>  
FUND : 14 DEFERRED MAINTENANCE FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017002/00	HOME DEPOT CREDIT SERVICES						
1306 PO-131091	01/25/2013	66692831568	1 14-0024-0-4300-106-9605-8110-007-000 NN P			41.54	41.54
1306 PO-131091	01/25/2013	66699748518	1 14-0024-0-4300-106-9605-8110-007-000 NN P			2,380.21	2,380.21
1306 PO-131091	01/25/2013	66690118620	1 14-0024-0-4300-106-9605-8110-007-000 NN P			728.69	728.69
1306 PO-131091	01/25/2013	66690288670	1 14-0024-0-4300-106-9605-8110-007-000 NN P			101.87	101.87
TOTAL PAYMENT AMOUNT			3,252.31 *				3,252.31
TOTAL FUND PAYMENT			3,252.31 **				3,252.31
TOTAL BATCH PAYMENT			325,303.84 ***		0.00		325,303.84
TOTAL USE TAX AMOUNT			27.64				
TOTAL DISTRICT PAYMENT			325,303.84 ****		0.00		325,303.84
TOTAL USE TAX AMOUNT			27.64				
TOTAL FOR ALL DISTRICTS:			325,303.84 ****		0.00		325,303.84
TOTAL USE TAX AMOUNT			27.64				

Number of warrants to be printed: 41, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

J1249 APY500 H.02.05 01/31/13 PAGE 1  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
7 PO-130008	02/01/2013	4782453 011713	1 01-8150-0-4300-106-0000-8110-007-000 NN P			65.13	65.13
66 PO-130039	02/01/2013	4781257011713	1 01-7230-0-4300-112-0000-3600-007-000 NN P			31.25	31.25
445 PO-130361	02/01/2013	4781839011713	1 01-0000-0-4300-475-3200-2700-015-000 NN P			16.87	16.87
445 PO-130361	02/01/2013	4780794 011713	1 01-0000-0-4300-475-3200-2700-015-000 NN P			45.63	45.63
TOTAL PAYMENT AMOUNT						158.88 *	158.88
019769/00	AMERICAN EXPRESS						
1430 PO-131207	02/01/2013	0-03000	1 01-8150-0-4400-106-0000-8110-007-000 NN F			919.00	919.00
TOTAL PAYMENT AMOUNT						919.00 *	919.00
010400/00	AT&T						
4 PO-130006	02/01/2013	JAN 23-FEB 22	1 01-0000-0-5902-106-0000-8110-007-000 NN P			7.88	7.88
TOTAL PAYMENT AMOUNT						7.88 *	7.88
017204/00	BULB SOURCE						
1349 PO-131134	02/01/2013	110806	1 01-0000-0-4300-475-3200-1000-015-000 NN F			25.76	30.60
TOTAL PAYMENT AMOUNT						30.60 *	30.60
018196/00	BULBMAN SACRAMENTO						
1351 PO-131127	02/01/2013	135773	1 01-6300-0-4300-472-1110-1000-014-000 NN F			86.95	86.13
TOTAL PAYMENT AMOUNT						86.13 *	86.13
020540/00	CALIFORNIA AMERICAN WATER CO						
1451 PO-131215	02/01/2013	05-0054873-0	1 01-0000-0-5540-106-0000-8110-007-000 NN P			180.61	180.61
1451 PO-131215	02/01/2013	05-0401551-2	1 01-0000-0-5540-106-0000-8110-007-000 NN P			282.89	282.89
1451 PO-131215	02/01/2013	05-0401546-2	1 01-0000-0-5540-106-0000-8110-007-000 NN P			180.61	180.61
1451 PO-131215	02/01/2013	05-0054875-5	1 01-0000-0-5540-106-0000-8110-007-000 NN P			180.61	180.61
1451 PO-131215	02/01/2013	05-0482624-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,745.67	1,745.67
TOTAL PAYMENT AMOUNT						2,570.39 *	2,570.39

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
017639/00	CDT INC.						
456 PO-130369	02/01/2013	25657	1	01-0000-0-5800-110-0000-7200-004-000	NN P	54.00	54.00
TOTAL PAYMENT AMOUNT						54.00 *	54.00
020305/00	CDW GOVERNMENT INC.						
1363 PO-131142	02/01/2013	W633547	1	01-0000-0-4300-472-1251-1000-014-000	NN F	117.01	117.00
1366 PO-131145	02/01/2013	W637320	1	01-5640-0-4300-601-9728-3140-017-085	NN F	283.85	262.51
TOTAL PAYMENT AMOUNT						379.51 *	379.51
015699/00	CLARK SECURITY PRODUCTS						
14 PO-130012	02/01/2013	SA13506401	1	01-8150-0-4300-106-0000-8110-007-000	NN P	292.49	292.49
TOTAL PAYMENT AMOUNT						292.49 *	292.49
015735/00	COUNTY OF SACRAMENTO						
794 PO-130661	02/01/2013	17535	1	01-0000-0-5800-106-0000-8110-007-000	NN P	25.00	25.00
TOTAL PAYMENT AMOUNT						25.00 *	25.00
021322/00	DIFFERENT ROADS TO LEARNING						
1300 PO-131089	02/01/2013	95000A	1	01-5640-0-4300-601-9728-3150-017-000	YN F	47.14	47.90
TOTAL PAYMENT AMOUNT						47.90 *	47.90
TOTAL USE TAX AMOUNT						3.83	
018277/00	EASTER SEAL SOCIETY OF CA. INC						
527 PO-130453	02/01/2013	DEC 2012	1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,842.75	1,842.75
TOTAL PAYMENT AMOUNT						1,842.75 *	1,842.75
010416/00	EBSCO SUBSCRIPTION SERVICES						
1280 PO-131072	02/01/2013	0463008	1	01-0000-0-4200-103-0000-2420-003-000	NN F	84.53	78.84
1280 PO-131072	02/01/2013	0463008	2	01-0000-0-4200-103-0000-2420-003-472	NN F	84.54	78.85
TOTAL PAYMENT AMOUNT						157.69 *	157.69

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

J1249 APY500 H.02.05 01/31/13 PAGE 3  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP		
-----								
019262/00	ENTERPRISE RENT A CAR							
1391 PO-131165	02/01/2013	D851603-3082	1	01-0000-0-5600-472-1110-4000-014-915	NN F		362.00	362.00
1392 PO-131166	02/01/2013	D851604-3082	1	01-0000-0-5600-472-1110-4000-014-915	NN F		439.58	439.58
1421 PO-131188	02/01/2013	D851689-3082	1	01-0000-0-5600-472-1110-4000-014-915	NN F		204.10	204.10
1432 PO-131197	02/01/2013	D851768-3082	1	01-0000-0-5600-472-1110-4000-014-915	NN F		181.42	181.42
1444 PO-131203	02/01/2013	D851803-3082	1	01-5630-0-5600-601-1220-1000-017-000	NN F		110.15	110.15
TOTAL PAYMENT AMOUNT							1,297.25 *	1,297.25
021754/00	GAYNOR TELESYSTEMS INC							
1400 PO-131173	02/01/2013	INV 000022497	1	01-8150-0-5800-106-0000-8110-007-000	NN F		402.00	402.00
TOTAL PAYMENT AMOUNT							402.00 *	402.00
022347/00	GIVE SOMETHING BACK							
1292 PO-131077	02/01/2013	IN-0059545	1	01-6300-0-4300-472-1110-1000-014-000	NN F		101.13	92.32
1353 PO-131129	02/01/2013	IN-0062790	1	01-6300-0-4300-472-1110-1000-014-000	NN F		474.66	476.27
1360 PO-131139	02/01/2013	IN 0063471	1	01-0000-0-4300-472-1284-1000-014-000	NN F		135.33	135.32
1362 PO-131141	02/01/2013	IN 0063472	1	01-0000-0-4300-472-1251-1000-014-000	NN F		66.67	66.67
TOTAL PAYMENT AMOUNT							770.58 *	770.58
010830/00	HOLT OF CALIFORNIA							
1440 PO-131201	02/01/2013	SW050214667	1	01-8150-0-5600-106-0000-8110-007-000	NN F		139.06	139.06
TOTAL PAYMENT AMOUNT							139.06 *	139.06
017002/00	HOME DEPOT CREDIT SERVICES							
31 PO-130017	02/01/2013	66690215715	1	01-8150-0-4300-106-0000-8110-007-000	NN P		49.44	49.44
31 PO-130017	02/01/2013	66690161703/5203486	1	01-8150-0-4300-106-0000-8110-007-000	NN P		83.05	83.05
31 PO-130017	02/01/2013	66690165480	1	01-8150-0-4300-106-0000-8110-007-000	NN P		63.29	63.29
TOTAL PAYMENT AMOUNT							195.78 *	195.78
021775/00	HOME DEPOT SUPPLY							
32 PO-130018	02/01/2013	9120154886	1	01-8150-0-4300-106-0000-8110-007-000	NN P		323.62	323.62
TOTAL PAYMENT AMOUNT							323.62 *	323.62

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

J1249 APY500 H.02.05 01/31/13 PAGE 4  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC RES DEP T9MP			
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO						
36 PO-130113	02/01/2013	27-S1828142.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	134.15	134.15	
TOTAL PAYMENT AMOUNT					134.15 *		134.15
017961/00	KUTA SOFTWARE LLC						
1373 PO-131148	02/01/2013	5917	1 01-0000-0-5800-472-1251-1000-014-000	NN F	131.76	122.00	
TOTAL PAYMENT AMOUNT					122.00 *		122.00
022230/00	MANAGED HEALTH NETWORK						
1398 PO-131171	02/01/2013	3200044536	1 01-0000-0-3401-100-1110-1000-000-000	NN P	1,197.90	1,197.90	
TOTAL PAYMENT AMOUNT					1,197.90 *		1,197.90
022406/00	MAXIM HEALTHCARE SERVICES INC						
1328 PO-131109	02/01/2013	1322960262	1 01-0000-0-5800-102-0000-3140-003-000	NN P	3,327.20	3,327.20	
TOTAL PAYMENT AMOUNT					3,327.20 *		3,327.20
022556/00	MERLINDA BALAGOT						
1399 PO-131172	02/01/2013	REIMBURSEMENT	1 01-6500-0-5211-102-5001-2700-003-000	NN F	41.93	41.93	
TOTAL PAYMENT AMOUNT					41.93 *		41.93
019149/00	MPS						
991 PO-130835	02/01/2013	90166396	1 01-0037-0-4100-103-1110-1000-003-000	NN F	399.16	157.77	
TOTAL PAYMENT AMOUNT					157.77 *		157.77
022090/00	NASCO						
1364 PO-131143	02/01/2013	669978	1 01-0000-0-4300-472-1251-1000-014-000	NN F	46.53	46.55	
TOTAL PAYMENT AMOUNT					46.55 *		46.55
010253/00	NCS PEARSON INC						
1247 PO-131045	02/01/2013	3876720	1 01-5640-0-4300-601-9728-3150-017-000	NN P	309.01	309.01	
1247 PO-131045	02/01/2013	3886527	1 01-5640-0-4300-601-9728-3150-017-000	NN F	16.43	11.12	
TOTAL PAYMENT AMOUNT					320.13 *		320.13

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
021255/00	NELIPOVICH, LUDA						
1389 PO-131163	02/01/2013	AUG 2012	1 01-0000-0-5210-103-0000-2110-003-000 NN P			9.99	9.99
1389 PO-131163	02/01/2013	SEPT 2012	1 01-0000-0-5210-103-0000-2110-003-000 NN P			10.55	10.55
1389 PO-131163	02/01/2013	OCT 2012	1 01-0000-0-5210-103-0000-2110-003-000 NN P			6.11	6.11
1389 PO-131163	02/01/2013	NOV 2012	1 01-0000-0-5210-103-0000-2110-003-000 NN P			7.77	7.77
1389 PO-131163	02/01/2013	DEC 2012	1 01-0000-0-5210-103-0000-2110-003-000 NN F			8.33	8.33
TOTAL PAYMENT AMOUNT						42.75 *	42.75
015787/00	O'REILLY AUTO PARTS						
1076 PO-130915	02/01/2013	3558-213151	1 01-7230-0-4300-112-0000-3600-007-000 NN P			45.33	45.33
1076 PO-130915	02/01/2013	3558-212884	1 01-7230-0-4300-112-0000-3600-007-000 NN P			4.42	4.42
1076 PO-130915	02/01/2013	3558-212952	1 01-7230-0-4300-112-0000-3600-007-000 NN P			17.26	17.26
1076 PO-130915	02/01/2013	3558-213030	1 01-7230-0-4300-112-0000-3600-007-000 NN P			10.35	10.35
TOTAL PAYMENT AMOUNT						77.36 *	77.36
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1259 PO-131056	02/01/2013	639927552001	1 01-0000-0-4300-238-1110-1000-010-777 NN F			53.18	54.71
1265 PO-131061	02/01/2013	639928268001	1 01-5640-0-4300-601-9728-1000-017-234 NN P			512.86	512.86
1265 PO-131061	02/01/2013	639928269001	1 01-5640-0-4300-601-9728-1000-017-234 NN F			77.60	77.60
1269 PO-131064	02/01/2013	639928709001	1 01-3010-0-4300-371-1110-1000-012-000 NN F			151.91	151.21
1273 PO-131067	02/01/2013	639929025001	1 01-3010-0-4300-371-1110-1000-012-000 NN F			77.77	77.41
1313 PO-131095	02/01/2013	640902224001	1 01-0000-0-4300-238-1110-1000-010-777 NN F			155.35	171.55
TOTAL PAYMENT AMOUNT						1,045.34 *	1,045.34
014069/00	PLATT ELECTRIC SUPPLY						
1093 PO-130927	02/01/2013	3086174/3087847/3177553	1 01-8150-0-4300-106-0000-8110-007-000 NN P			106.79	106.79
TOTAL PAYMENT AMOUNT						106.79 *	106.79
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
91 PO-130061	02/01/2013	180148112	1 01-7230-0-5600-112-0000-3600-007-000 NN P			48.90	48.90
181 PO-130144	02/01/2013	180148111	1 01-0000-0-5800-111-0000-8200-007-000 NN P			121.32	121.32
TOTAL PAYMENT AMOUNT						170.22 *	170.22

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
020369/00	RITTENHOUSE, PENNY						
1423 PO-131190	02/01/2013	REIMB	1	01-0000-0-4300-236-1110-1000-009-000	NN F	98.03	98.03
TOTAL PAYMENT AMOUNT						98.03 *	98.03
010546/00	RIVERSIDE PUBLISHING CO.						
1333 PO-131112	02/01/2013	949101638	1	01-6500-0-4300-102-5770-1110-003-000	NN F	134.14	138.40
TOTAL PAYMENT AMOUNT						138.40 *	138.40
010315/00	SAC CO OFFICE OF ED FIN SVCS						
1446 PO-131212	02/01/2013	130971	1	01-3010-0-5800-371-1110-1000-012-000	NN F	2,427.00	2,427.00
TOTAL PAYMENT AMOUNT						2,427.00 *	2,427.00
010552/00	SAC VAL JANITORIAL						
1150 PO-130974	02/01/2013	10020604	1	01-0000-0-9320-000-0000-0000-000-000	NN P	54.26	54.26
TOTAL PAYMENT AMOUNT						54.26 *	54.26
015228/00	SACRAMENTO COUNTY OFFICE OF						
1424 PO-131191	02/01/2013	2-28 JORDAN, JACKSON, SUMMERS	1	01-0000-0-5200-472-0000-2700-014-000	NN F	90.00	90.00
TOTAL PAYMENT AMOUNT						90.00 *	90.00
021460/00	SACRAMENTO COUNTY OFFICE OF						
694 PO-130581	02/01/2013	130973	1	01-0000-0-5200-472-0000-2700-014-000	NN P	60.00	60.00
694 PO-130581	02/01/2013	130980	1	01-0000-0-5200-472-0000-2700-014-000	NN P	40.00	40.00
TOTAL PAYMENT AMOUNT						100.00 *	100.00
010266/00	SACRAMENTO COUNTY UTILITIES						
1439 PO-131200	02/01/2013	12/15-2/14 50008418859	1	01-0000-0-5540-106-0000-8110-007-000	NN P	233.72	233.72
1439 PO-131200	02/01/2013	12/15-2/14 50000918618	1	01-0000-0-5540-106-0000-8110-007-000	NN P	426.22	426.22
1439 PO-131200	02/01/2013	12/15-2/14 50000918556	1	01-0000-0-5540-106-0000-8110-007-000	NN P	510.85	510.85
1439 PO-131200	02/01/2013	12/15-2/14 50000918485	1	01-0000-0-5540-106-0000-8110-007-000	NN P	2,788.86	2,788.86
TOTAL PAYMENT AMOUNT						3,959.65 *	3,959.65



81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

J1249 APY500 H.02.05 01/31/13 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
018912/00	SAFETY-KLEEN CORPORATION						
95 PO-130162	02/01/2013	59665869	1	01-7230-0-5800-112-0000-3600-007-000	NN P	621.69	621.69
TOTAL PAYMENT AMOUNT						621.69 *	621.69
010373/00	SCHOOLS INSURANCE AUTHORITY						
1412 PO-131180	02/01/2013	13SWAMP-06	1	01-8150-0-5800-106-0000-8110-007-000	NN F	2,248.01	2,248.01
TOTAL PAYMENT AMOUNT						2,248.01 *	2,248.01
021060/00	SHURTLEFF, DIANA						
1409 PO-131179	02/01/2013	REIMB	1	01-5630-0-4300-601-1220-1000-017-000	NN F	1,513.39	1,513.39
TOTAL PAYMENT AMOUNT						1,513.39 *	1,513.39
010376/00	SLAKEY BROS. INC.						
307 PO-130253	02/01/2013	17047728-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	205.12	205.12
TOTAL PAYMENT AMOUNT						205.12 *	205.12
020252/00	STAPLES ADVANTAGE						
1367 PO-131146	02/01/2013	3190781474	1	01-5640-0-4300-601-9728-3140-017-085	NN F	53.99	55.23
TOTAL PAYMENT AMOUNT						55.23 *	55.23
022561/00	STUDENT TELEVISION NETWORK						
1408 PO-131178	02/01/2013	2013 STN CONF 13CONV-0077	1	01-7220-0-5200-472-1110-1000-014-000	NN F	810.00	810.00
TOTAL PAYMENT AMOUNT						810.00 *	810.00
021813/00	SUREWEST						
54 PO-130032	02/01/2013	1/15-2/14 604800-0001	1	01-0000-0-5902-106-0000-8110-007-000	NN P	937.76	937.76
TOTAL PAYMENT AMOUNT						937.76 *	937.76
020075/00	TATYANA SILCHUK						
628 PO-130529	02/01/2013	DEC 2012	1	01-6500-0-5800-102-5770-3600-003-000	NN P	173.74	173.74
TOTAL PAYMENT AMOUNT						173.74 *	173.74

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 01 GENERAL FUND

J1249 APY500 H.02.05 01/31/13 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
010127/00	UNITED PARCEL SERVICE						
1442 PO-131210	02/01/2013	YW013043	1	01-7230-0-5901-112-0000-3600-007-000	NN P	12.34	12.34
TOTAL PAYMENT AMOUNT						12.34 *	12.34
022179/00	US HEALTHWORKS						
1372 PO-131149	02/01/2013	2218300-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	50.00	50.00
1372 PO-131149	02/01/2013	2187022-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	76.00	76.00
TOTAL PAYMENT AMOUNT						126.00 *	126.00
018567/00	WESTERN STATES GLASS						
1452 PO-131208	02/01/2013	BAL DUE 4065400	1	01-8150-0-4300-106-0000-8110-007-000	NN F	9.06	9.06
TOTAL PAYMENT AMOUNT						9.06 *	9.06
017313/00	XEROX CORPORATION						
152 PO-130105	02/01/2013	065806629	1	01-3010-0-5612-240-1110-1000-011-000	NN P	40.85	40.85
TOTAL PAYMENT AMOUNT						40.85 *	40.85
TOTAL FUND PAYMENT						30,111.13 **	30,111.13
TOTAL USE TAX AMOUNT						3.83	

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 11 ADULT EDUCATION FUND

J1249 APY500 H.02.05 01/31/13 PAGE 9  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount
019618/00		CTAP REGION 3/CHERYL YOUNG						
1262	PO-131083	02/01/2013	130965		1 11-0028-0-5800-601-4130-1000-017-000 NN F		335.00	335.00
				TOTAL PAYMENT AMOUNT	335.00 *			335.00
018951/00		DELL						
1356	PO-131136	02/01/2013	XJ2T5MPF4		1 11-0028-0-4300-601-4130-1000-017-000 NN F		113.84	105.84
				TOTAL PAYMENT AMOUNT	105.84 *			105.84
				TOTAL FUND	PAYMENT	440.84 **		440.84

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 13 CAFETERIA FUND

J1249 APY500 H.02.05 01/31/13 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016951/00	CRYSTAL HOWARD-LAVERYNE						
1369 PO-131153	02/01/2013	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			45.00	45.00
			TOTAL PAYMENT AMOUNT	45.00 *			45.00
011205/00	CULTURE SHOCK YOGURT						
1426 PO-131193	02/01/2013	1213	1 13-5310-0-4700-108-0000-3700-007-000 NN P			336.00	336.00
			TOTAL PAYMENT AMOUNT	336.00 *			336.00
017730/00	HARRIS COMPUTER SYSTEMS						
1286 PO-131073	02/01/2013	XT000002200	1 13-5310-0-5800-108-0000-3700-007-000 NN P			5,953.19	5,953.19
			TOTAL PAYMENT AMOUNT	5,953.19 *			5,953.19
011462/00	HOBART SERVICE						
764 PO-130642	02/01/2013	30817720	1 13-5310-0-5600-108-0000-3700-007-000 NN P			199.58	199.58
			TOTAL PAYMENT AMOUNT	199.58 *			199.58
022557/00	LISA VORCE						
1402 PO-131175	02/01/2013	INV 100	1 13-5310-0-5800-108-0000-3700-007-000 NY F			1,950.00	1,950.00
			TOTAL PAYMENT AMOUNT	1,950.00 *			1,950.00
016279/00	P&R PAPER SUPPLY						
1192 PO-131003	02/01/2013	N47332-01/N46841-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P			83.80	83.80
1192 PO-131003	02/01/2013	N47332-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P			1,243.84	1,243.84
			TOTAL PAYMENT AMOUNT	1,327.64 *			1,327.64
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
137 PO-130101	02/01/2013	180148110	1 13-5310-0-5800-108-0000-3700-007-000 NN P			73.52	73.52
137 PO-130101	02/01/2013	180147654	1 13-5310-0-5800-108-0000-3700-007-000 NN P			73.52	73.52
			TOTAL PAYMENT AMOUNT	147.04 *			147.04

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 13 CAFETERIA FUND

J1249 APY500 H.02.05 01/31/13 PAGE 11  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022559/00	REBELLO, CHRISTINE						
1410 PO-131187	02/01/2013	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F		12.15	12.15	
TOTAL PAYMENT AMOUNT			12.15 *			12.15	
019429/00	SCHREADER, MATT						
1449 PO-131214	02/01/2013	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F		170.00	170.00	
TOTAL PAYMENT AMOUNT			170.00 *			170.00	
015153/00	SHIRTS UNLIMITED LLC						
1287 PO-131074	02/01/2013	4283	1 13-5310-0-5800-108-0000-3700-007-000 NN P		505.97	505.97	
TOTAL PAYMENT AMOUNT			505.97 *			505.97	
022558/00	VALENTINE, TIANA						
1401 PO-131174	02/01/2013	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F		28.15	28.15	
TOTAL PAYMENT AMOUNT			28.15 *			28.15	
TOTAL FUND PAYMENT			10,674.72 **			10,674.72	

81 CENTER UNIFIED SCHOOL DIST.  
02/01/13

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 2/1/13  
FUND : 14 DEFERRED MAINTENANCE FUND

J1249 APY500 H.02.05 01/31/13 PAGE 12  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
017002/00		HOME DEPOT CREDIT SERVICES					
1306 PO-131091	02/01/2013	66690215707	1	14-0024-0-4300-106-9605-8110-007-000	NN P	198.98	198.98
1306 PO-131091	02/01/2013	66690223024	1	14-0024-0-4300-106-9605-8110-007-000	NN F	48.71	313.42
TOTAL PAYMENT AMOUNT						512.40 *	512.40
021458/00		HUGHES HARDWOOD INC					
1308 PO-131093	02/01/2013	218714	1	14-0024-0-4300-106-9605-8110-007-000	NN F	2,000.00	1,674.79
TOTAL PAYMENT AMOUNT						1,674.79 *	1,674.79
014693/00		INTECH MECHANICAL					
1413 PO-131181	02/01/2013	4657	1	14-0024-0-5600-106-9606-8110-007-000	NN F	662.00	662.00
TOTAL PAYMENT AMOUNT						662.00 *	662.00
022066/00		STEVE ANDERSON'S PLUMBING INC					
1159 PO-130981	02/01/2013	9174/23688	1	14-0024-0-5600-106-9606-8110-007-000	NN F	1,310.00	1,561.76
TOTAL PAYMENT AMOUNT						1,561.76 *	1,561.76
TOTAL FUND PAYMENT						4,410.95 **	4,410.95
TOTAL BATCH PAYMENT						45,637.64 ***	45,637.64
TOTAL USE TAX AMOUNT						3.83	
TOTAL DISTRICT PAYMENT						45,637.64 ****	45,637.64
TOTAL USE TAX AMOUNT						3.83	
TOTAL FOR ALL DISTRICTS:						45,637.64 ****	45,637.64
TOTAL USE TAX AMOUNT						3.83	

Number of warrants to be printed: 68, not counting voids due to stub overflows.

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** February 20, 2013

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 5

**Assist. Supt. Initials:** CD

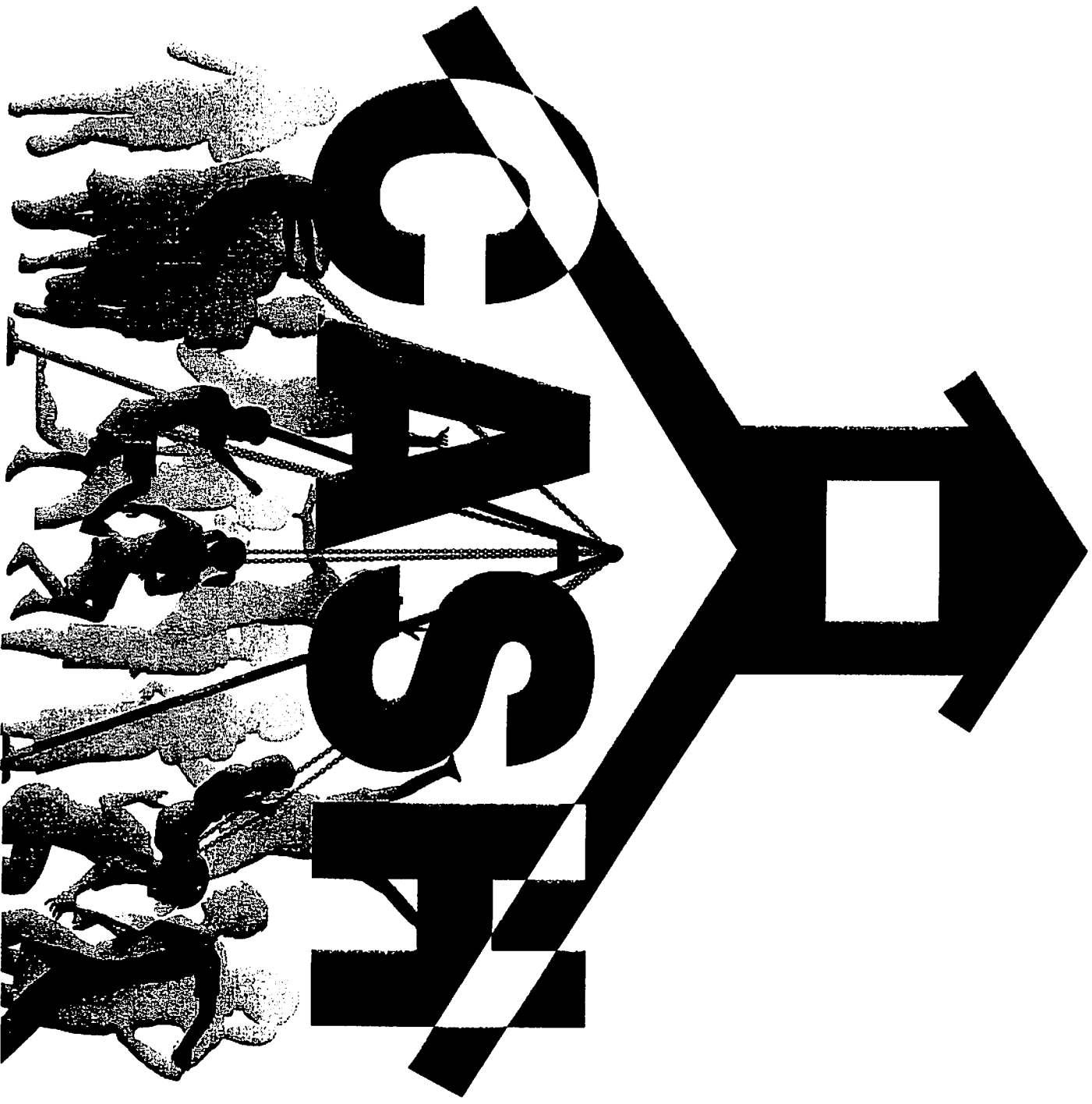
**SUBJECT:** Conference Attendance

Craig Deason and Carol Surryhne will be attending the C.A.S.H. 34th Annual Conference on School Facilities at the Sacramento Convention Center February 25 - 27, 2013.

Fees will be paid from department funds.

# Conference Brochure

## **CALIFORNIA'S COALITION FOR ADEQUATE SCHOOL HOUSING<sup>SM</sup>** **34<sup>th</sup> ANNUAL CONFERENCE ON SCHOOL FACILITIES**



February 25-27, 2013 • Sacramento Convention Center • [www.cashnet.org](http://www.cashnet.org)



# C.A.S.H 34th Annual Conference

## Tentative Conference Schedule

### Monday, February 25, 2013

	20th Annual Golf Tournament - Teal Bend Golf Club, Natomas
	<i>Additional registration required</i>
1:00 p.m. - 5:00 p.m.	Trade Show Set-Up
1:30 p.m. - 7:00 p.m.	Early Bird Registration
2:15 p.m. - 3:45 p.m.	Workshops
3:45 p.m.	Break
4:00 p.m. - 5:30 p.m.	Workshops
4:00 p.m. - 5:00 p.m.	C.A.S.H. Architects Committee Meeting
4:00 p.m. - 5:30 p.m.	M&O Technology and Demonstration Fair
4:30 p.m. - 5:30 p.m.	Maintenance Network Reception
5:30 p.m. - 7:00 p.m.	Welcome Reception and Trade Show
7:00 p.m. - 8:00 p.m.	C.A.S.H. School Facilities Leadership Academy and Alumni Reunion and Reception - Hyatt Regency

### Tuesday, February 26, 2013

7:30 a.m.	Registration Open ( <i>will remain open throughout the conference</i> )
8:30 a.m. - 9:15 a.m.	Roundtable Discussions
8:30 a.m. - 10:00 a.m.	Workshops
8:30 a.m. - 10:00 a.m.	Legislative Advisory Committee Meeting
9:15 a.m. - 10:30 a.m.	Roundtable Discussions
10:00 a.m. - 12:00 p.m.	Trade Show Open
10:15 a.m. - 11:30 a.m.	Workshops
10:30 a.m. - 11:30 a.m.	Legal Advisory Committee Meeting
10:30 a.m. - 11:30 a.m.	Californians for School Facilities Meeting
12:00 p.m. - 1:30 p.m.	Opening General Session and Lunch - Hyatt Regency
12:40 p.m. - 1:30 p.m.	C.A.S.H. /AIACC Leroy F. Greene Design and Planning Awards Ceremony - Hyatt Regency
1:00 p.m. - 5:30 p.m.	Trade Show Open
1:30 p.m. - 2:15 p.m.	Dessert Service in Trade Show
2:30 p.m. - 3:15 p.m.	Roundtable Discussions
2:30 p.m. - 4:30 p.m.	Clinics

*Continued on Next Page*

*All functions will be held at the Sacramento Convention Center unless otherwise specified.*

# C.A.S.H. 34th Annual Conference

## Tentative Conference Schedule *Continued*

### Tuesday, Continued

3:15 p.m. - 4:00 p.m.	Roundtable Discussions
3:30 p.m. - 4:30 p.m.	School Energy Coalition Meeting
4:00 p.m. - 5:30 p.m.	Reception and Trade Show
5:30 p.m. - 10:00 p.m.	Trade Show Tear-Down

### Wednesday, February 27, 2013

7:15 a.m. - 8:45 a.m.	Maintenance Network Breakfast - Hyatt Regency
7:30 a.m. - 8:45 a.m.	General Session & Breakfast - Hyatt Regency
8:00 a.m. - 8:20 a.m.	Guest Speaker (TBD) - Hyatt Regency

8:15 a.m.	Registration Open
8:20 a.m. - 8:45 a.m.	C.A.S.H. Business - Hyatt Regency
8:45 a.m. - 9:00 a.m.	Break
9:00 a.m. - 12:00 p.m.	School Tour - San Juan Unified School District
9:00 a.m. - 9:45 a.m.	Roundtable Discussions
9:00 a.m. - 10:30 a.m.	Workshops
9:00 a.m. - 10:30 a.m.	County School Facilities Consortium Meeting
9:45 a.m. - 10:30 a.m.	Roundtable Discussions
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 11:30 a.m.	Roundtable Discussions
10:45 a.m. - 12:15 p.m.	Workshops
10:45 a.m. - 12:15 p.m.	Association of California Construction Managers Meeting
11:30 a.m. - 12:15 p.m.	Roundtable Discussions
12:30 p.m. - 2:00 p.m.	General Session & Lunch - Hyatt Regency
1:15 p.m. - 1:45 p.m.	Guest Speaker (TBD) - Hyatt Regency
1:45 p.m.	Conference Adjourns

*All functions will be held at the Sacramento Convention Center unless otherwise specified.*

**Mark Your Calendar**

**C.A.S.H. 35th Annual Conference  
February 24-26, 2014  
Sacramento Convention Center**

# Conference Registration Form

## C.A.S.H. 34th Annual Conference on School Facilities

February 25-27, 2013 • Sacramento Convention Center

Name Carol Surryhne Title Secretary to Assist. Supt.  
 (As you want it to appear on your name badge) Note: For additional registrations, please copy this form.  
 Company/School District/COE Center Joint Unified School District  
 Address 8408 Watt Avenue  
 City Antelope State CA Zip 95843  
 Phone ( 916 ) 338-6337 Ext. \_\_\_\_\_ Fax ( 916 ) 338-6339  
 E-mail surryhne@centerusd.org CC Confirmation E-mail to \_\_\_\_\_  
 Emergency Contact Michael Surryhne Emergency Phone ( 916 ) 283-1299

### Conference Registration Fees

C.A.S.H. Member Fees:	Non-Member Fees:	Registration Fee	\$ <u>790<sup>00</sup></u>
Full Conference:	Full Conference:	School Tour Fee (\$75)	\$ _____
School District/COE.....\$790	School District/COE.....\$945	Total	\$ <u>790</u>
Associate .....\$995	Associate .....\$1,180	One day attendees, please circle one:	
One Day Conference:	One Day Conference:	Monday	Tuesday
School District/COE.....\$420	School District/COE.....\$560	Wednesday	
Associate.....\$640	Associate .....\$780		

☐ Check here if this is your first time attending ☐ Check here if you request vegetarian meals

\* C.A.S.H. Membership is by school district, county office, or company; not by individual. Any employee of a member school district, county office or company may attend at the member rate.

### Cancellation Policy

On or Before January 25 ..... Full Refund  
 Between January 26 - February 1 ..... \$150 Fee  
 After February 1 ..... No Refund

Cancellations must be written and faxed to (916) 448-7495 or mailed to C.A.S.H. Annual Conference Cancellations, 1130 K Street, Suite 210, Sacramento, CA 95814. You may also email your cancellation to [clewis@m-w-h.com](mailto:clewis@m-w-h.com). C.A.S.H. must assess a cancellation fee to cover the cost involved with cancellations. There will be no refunds for cancellations received after February 1, 2013, or for no-shows, due to guarantees and prepayments that C.A.S.H. makes to its vendors and suppliers.

☒ Purchase Order # \_\_\_\_\_ ☐ Check # \_\_\_\_\_ ☐ Visa ☐ MasterCard ☐ American Express  
 Credit Card Number \_\_\_\_\_ Expiration Date \_\_\_\_\_ Security Code \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Name as it appears on card \_\_\_\_\_  
☐ Please email my credit card receipt. E-mail receipt to: \_\_\_\_\_  
☐ Address for credit card is same as above. If not, please include credit card mailing address below: \_\_\_\_\_

Please mail or fax registration and payment (check, Visa, MasterCard, American Express or purchase orders acceptable) to: C.A.S.H. 34th Annual Conference, 1130 K Street, Suite 210, Sacramento, CA 95814. Fax: (916) 448-7495

Questions? Call the C.A.S.H. office at (916) 448-8577.

register online at: [cashnet.org](http://cashnet.org)

# Conference Registration Form

## C.A.S.H. 34th Annual Conference on School Facilities

February 25-27, 2013 • Sacramento Convention Center

Name Craig Deason Title Assistant Superintendent, F+O  
(As you want it to appear on your name badge) Note: For additional registrations, please copy this form.  
Company/School District/COE Center Joint Unified School District  
Address 8408 Watt Avenue  
City Antelope State CA Zip 95843  
Phone ( 916 ) 338-6337 Ext. \_\_\_\_\_ Fax ( 916 ) 338-6337  
E-mail cdeason@centerusd.org CC Confirmation E-mail to \_\_\_\_\_  
Emergency Contact Barbara Deason Emergency Phone ( 916 ) 759-1722

### Conference Registration Fees

C.A.S.H. Member Fees:	Non-Member Fees:	Registration Fee	\$ <u>790</u>
Full Conference:	Full Conference:	School Tour Fee (\$75)	\$ _____
School District/COE.....\$790	School District/COE.....\$945	Total	\$ <u>790</u>
Associate .....\$995	Associate .....\$1,180	One day attendees, please circle one:	
One Day Conference:	One Day Conference:	Monday	Tuesday
School District/COE.....\$420	School District/COE.....\$560	Wednesday	
Associate.....\$640	Associate .....\$780		

☐ Check here if this is your first time attending ☐ Check here if you request vegetarian meals

\* C.A.S.H. Membership is by school district, county office, or company; not by individual. Any employee of a member school district, county office or company may attend at the member rate.

### Cancellation Policy

On or Before January 25 ..... Full Refund  
Between January 26 - February 1 ..... \$150 Fee  
After February 1 ..... No Refund

Cancellations must be written and faxed to (916) 448-7495 or mailed to C.A.S.H. Annual Conference Cancellations, 1130 K Street, Suite 210, Sacramento, CA 95814. You may also email your cancellation to [clewis@m-w-h.com](mailto:clewis@m-w-h.com). C.A.S.H. must assess a cancellation fee to cover the cost involved with cancellations. There will be no refunds for cancellations received after February 1, 2013, or for no-shows, due to guarantees and prepayments that C.A.S.H. makes to its vendors and suppliers.

☒ Purchase Order # \_\_\_\_\_ ☐ Check # \_\_\_\_\_ ☐ Visa ☐ MasterCard ☐ American Express  
Credit Card Number \_\_\_\_\_ Expiration Date \_\_\_\_\_ Security Code \_\_\_\_\_

Signature \_\_\_\_\_

Name as it appears on card \_\_\_\_\_

☐ Please email my credit card receipt. E-mail receipt to: \_\_\_\_\_

☐ Address for credit card is same as above. If not, please include credit card mailing address below: \_\_\_\_\_

Please mail or fax registration and payment (check, Visa, MasterCard, American Express or purchase orders acceptable) to: C.A.S.H. 34th Annual Conference, 1130 K Street, Suite 210, Sacramento, CA 95814. Fax: (916) 448-7495

Questions? Call the C.A.S.H. office at (916) 448-8577.

register online at: [cashnet.org](http://cashnet.org)

*Center Joint Unified School District*

## AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item   X  

To: Board of Trustees

Information Item           

Date: February 20, 2013

# Attached Pages           

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials:           **SUBJECT: 2013 CSBA Delegate Assembly Election**

The board as a whole may vote for up to five (5) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2013 - March 31, 2015.

**RECOMMENDATION:**



California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION  
DEADLINE FRIDAY, MARCH 15, 2013**

January 31, 2013

**MEMORANDUM**

To: All Board Presidents and Superintendents  
CSBA Member Boards of Education

From: Cindy Marks, President

Re: 2013 CSBA Delegate Assembly Election  
U.S. Postmark Deadline – Friday, March 15, 2013

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Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Friday, March 15. No exceptions are allowed.**

Election results will be available no later than Monday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015. The next meeting of the Delegate Assembly is on Saturday, May 18 – Sunday, May 19 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Monday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **FRIDAY, MARCH 15, 2013**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2013 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

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*Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015*

*\*denotes incumbent*

☐ Priscilla Cox (Elk Grove USD)

☐ John Gordon (Galt Joint Union ESD)\*

☐ Susan Heredia (Natomas USD)

☐ Lisa M. Kaplan (Natomas USD)\*

☐ Ed Short (Folsom-Cordova USD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District/COE Name*

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*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

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**Region 6 – Ellen Driscoll, Director (Rescue Union ESD)**  
**19 Delegates (12 elected/7 appointed)**

**Below is a list of all the current Delegates from this Region.**

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**Subregion A**

Susan Lovenburg (Davis Joint USD), term expires 2014

**Subregion B**

Jeanette Amavisca (Elk Grove USD), appointed term expires 2013

Michael Baker (Twin Rivers USD) appointed term expires 2015

Pam Costa (San Juan USD) appointed term expires 2015

Linda Fowler (Twin Rivers USD), expires 2014

John Gordon (Galt Joint Union ESD), term expires 2013

Lisa Kaplan (Natomas USD), term expires 2013

Lucinda Luttgen (San Juan USD), appointed term expires 2014

Diana Rodriguez (Sacramento City USD) appointed term expires 2013

Richard Shaw (Folsom-Cordova USD), term expires 2013

Edward Short (Folsom-Cordova USD), term expires 2013

Teresa Stanley (Folsom-Cordova USD), term expires 2014

Darrel H. Woo (Sacramento City USD), appointed term expires 2014

Vacant, (Elk Grove) appointed term expires 2014

Vacant, elected term expires 2014

Vacant, elected term expires 2013

**Subregion C**

Vacant, term expires 2014

Vacant, term expires 2013

**County Delegate**

Bill Owens (Yolo COE), term expires 2014

<b><u>Counties</u></b>
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Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, Amador, El Dorado, Mono (Subregion C)



**CSBA**

## 2013 Delegate Assembly Candidate Biographical Sketch Form

**Due: Monday, January 7, 2013** (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Priscilla Cox</u>	CSBA Region/ <del>SB</del> Region: <u>      </u> / <u>      </u>
District or COE: <u>Elk Grove Unified School District</u>	Years on board: <u>18</u> ADA: <u>62,000</u>
Contact Number: <u>916 689 3518</u>	E-mail: <u>pcox@equsd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how long have you served as a Delegate? <u>                    </u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

- 1) Educational opportunity for every student to reach their full potential: our students each bring unique needs with them and we must prepare them for the 21st century. Our policies and strategies should reflect that as an Association.
- 2) Set the educational agenda for public education for the state of California: we represent a diverse background of experiences and knowledge as board members and our influence into educational decisions is important. Our Association should provide opportunities and strategies for our voices to be heard.
- 3) Be supportive of the academic success and social responsibility of students: ensure our policies include wellness and character-based citizenship. Our Association should be role models in leading with ethics, clarity, service and integrity.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

As a long time board member, previous delegate, and Director I have been involved with local, county and statewide policy development, committees, workshops, speaking engagements and have chaired several CSBA committees. At a local level, I'm involved as member of our Coordinated School Health Program, the Audit Committee, the Ag Advisory Committee, the BioTech Advisory Committee and the Service Learning Steering Committee. At CSBA I have served as Conference Chair, Bylaws Chair and participated in Policy Platform, Charter School Task Force, Preschool Advisory, Wellness, High School Task Force, CTE, and represented CSBA on several statewide committees including California Teacher Credential advisory committee for CTE and developing teaching standards and the Instructional Materials Advisory Committee for Science for two different textbook adoptions.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

As a delegate I would continue my involvement in CSBA and bring experience, knowledge, and a vision for advocacy for public education in California. Our region has many outstanding board members and working together we can provide insight and communicate with other board members in our goals to provide the best public education possible for the students of California.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Priscilla Cox

Date: 1/24/13

**CSBA****2013 Delegate Assembly  
Candidate Biographical Sketch Form****Due: Monday, January 7, 2013** (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>John Gordon</u>	CSBA Region/Subregion: <u>6</u> / <u>B</u>
District or COE: <u>Galt Joint Union Elementary School District</u>	Years on board: <u>4</u> ADA: <u>3,855</u>
Contact Number: <u>209-712-3815</u>	E-mail: <u>johnngordon1@netscape.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>3 years</u>

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Teacher Effectiveness. At the heart of education is ensuring schools have effective teachers. As a Race to the Top (RTTT) winner, my district will continue building on the progress recently made with teacher evaluations. We hope to partner with various organizations to create and share a successful model/framework that works for California.
2. Master in Governance (MIG) Revitalization. As a graduate of MIG, I found the information invaluable to new school board members. However, CSBA needs to address several gaps in the curriculum and update antiquated information to ensure relevancy. I would like to share my ideas to make MIG a vibrant learning opportunity.
3. School Facilities Bond in 2014. As school districts are passing local bonds at an alarming rate, it is likely that construction needs will exceed local bonding capacity. Consequently, school districts will need a state match (the state is currently out of funds) to ensure they are building 21st century facilities. Considering the dismal approval rating our state legislators receive, CSBA should play a vital role in championing this effort.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Currently, I sit on the City and Schools Together (CAST) committee. Members of the city council, elementary school board and high school board meet quarterly to discuss intersecting issues related to youth and families. This partnership has played a critical role in the school district receiving the Race to the Top federal grant.

Additionally, I'm completing my coursework in the Board Commissions and Leadership Institute (BCLI) which is sponsored by the Sacramento Housing Alliance. This 80-hour training module covered various topics such as transportation, nutrition, housing, walking routes, and leadership skills, which complement my work with the CAST.

The BCLI has positioned me to seek an appointment with a county commission. I'll be working with Sacramento County Supervisor Don Nottoli to determine which appointment would best serve the community and my school district.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

1. I am a voice for K-8 school district throughout California. As the assembly takes action on their policy platform, I want to ensure elementary school district needs are represented. Additionally, I would serve as the lone representative for three school districts residing south of Elk Grove, which, due to the greenbelt separating Elk Grove and Galt, is often overlooked.
2. As a field representative for the California Department of Education, I bring a perspective and expertise to school construction that is limited in the assembly. School board members should be leading the discussion regarding educational facilities design. I hope my contribution would empower more colleagues to become active partners in the planning process.
3. The Delegate Assembly, specifically Region 6, provides an opportunity to share ideas and experiences among colleagues. As an active participant, I have a strong desire to continue the dialogue and learn from others.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: 12/21/12

**CSBA****2013 Delegate Assembly  
Candidate Biographical Sketch Form****Due: Monday, January 7, 2013** (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will not be accepted.

Name: <u>Susan Heredia</u>	CSBA Region/Subregion: <u>6 b</u> / _____
District or COE: <u>Natomas Unified School District</u>	Years on board: <u>12</u> ADA: <u>9,700</u>
Contact Number: <u>916.646.1625</u>	E-mail: <u>heredias@csus.edu</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

Fiscal solvency, the achievement gap and profession training for trustees are my top three priorities. Fiscal solvency is perhaps the primary issue before us, one where CSBA can have the most and more immediate impact. CSBA has taken a leadership role in raising and articulating the issue. CSBA must continue it's efforts of keeping trustees informed about school funding and provide an analysis for options addressing this matter. Student achievement and the achievement gap is a critical issue, but also a multi-layered issue. Nevertheless, CSBA must continue to take a leadership role in defining that issue and in setting that agenda. Moreover, providing rigorous programs for post high school apprenticeship and career education options, with high academic content, is proper and timely. In addition to the Annual Conference CSBA must continue to offer training, tools, and resources that help trustees to address complex educational issues and effectively serve their districts.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

I have served on the Natomas Unified School District board since 2000. Prior to my election I served as a volunteer in my sons' classrooms; PTSA member; School Site Council member; and, member of the Superintendent's Advisory Board. During my tenure as a trustee, I have served as the board clerk, vice-president and president multiple times in addition to board representative for the following committees: Strategic Planning, Achievement Gap, English Language Learners, Charter Schools, Sacramento County Committee on School District Organization, and Multicultural Advisory. In addition, I served as a WASC Participant, Senior Project Evaluator, and member of the former Natomas Community Foundation. I believe strongly in public schools. I admire and greatly respect those who would step up to the plate and take on the challenging role of a school district trustee.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I seek the position of Delegate because I want to continue to serve the organization. My service as the CSBA Director-At-Large, Hispanic (2004-2012) was grounded in my passion and advocacy for our public schools. Over the past eight years I have had a wide variety of experiences and responsibilities all of which honed my leadership abilities and advocacy skills. In my role as the Director-At-Large I collaborated with the other Directors-At-Large to develop and facilitate bi-annual meetings with the Delegates and sessions for Annual Conference in addition to serving on the following committees: Accountability Task Force, Annual Conference, Board Development, Bylaws, Federal Issues Council, Golden Bell, NCLB Task Force, and Policy Platform. I also represented CSBA at other organizational events and on two State Department of Education committees. I stand ready to continue working hard on the CSBA team, ready to add my talents and to carry out the important work mission of CSBA.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: \_\_\_\_\_

Date: 1-7-13

**CSBA**

# 2013 Delegate Assembly Candidate Biographical Sketch Form

**Due: Monday, January 7, 2013** (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Lisa M. Kaplan</u>	CSBA Region/Subregion: <u>6B</u> / <u>      </u>
District or COE: <u>Natomas Unified School District</u>	Years on board: <u>10</u> ADA: <u>9,700</u>
Contact Number: <u>916/996-1474</u>	E-mail: <u>kaplan4kids@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>4 years</u>

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

My top three educational priorities for CSBA during my next Term on Delegate Assembly are:

1) Ensuring K-12 is funded at the level Prop 98 ensures – getting rid of apportionment deferrals, 2) Passing a 2014 School Construction Bond / Lowering the Threshold for Tax Measures to 55%, and 3) Actively participating in the Weighted Student Formula & Tier 3 Flexibility to safeguard all districts from being negatively harmed by a change in the funding formula. As a Board member for the past 10 years, and a former Capitol staff member, I understand the cuts education have taken, more so than any other area in the California Budget. While money does not solve the problems we have in education, taking an approximate 30% cut in funding for education in past 5 years only hurts our children and their future and this must stop. #2 As the current bonds passed by the State are almost out of money, it is imperative that we pass another bond to provide funding for those districts that cannot pass a local bond, failure to do so sets up another level of inequality in education for our children. These are important issues because they effect every District in California,

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

Currently, I'm an attorney and governmental affairs consultant representing school districts, local employee unions (labor law) and companies specializing in K-12 issues including but not limited to, special education, construction, bond financing, selling surplus property, as well as drafting legislation. Because of my job, I speak to Board members up and down the state on all of these issues and make sure that I communicate regularly with my Regional Director and CSBA on issues effecting local districts and changes we need to make. Not only do I participate twice yearly with CSBA delegate meetings, but also attend 2-3 meetings a year with our local Region 6 to discuss what is happening in our local districts that CSBA should be aware of.

Locally, in Natomas, I have served on the following committees: facilities planning, district safety, budget, and nutrition committee and have actively volunteered tutoring at risk children in our schools. It is my pledge to continue to reach out to Districts in my area who are not on Delegate Assembly to make sure they stay informed and active.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I began my service on Delegate Assembly in 2008 and very much wish to continue serving as a delegate to the Association. I have attended numerous CSBA sponsored conferences and trainings, as well as, participated in several Masters in Governance training modules and attended the CSBA Annual conference annually for almost 10 years. Currently, my contribution to CSBA while a delegate has been to serve on the Website Re-design committee, local legislative coordinator, presenter at CSBA and advocate for Region 6B at the legislature, as well as, a Golden Bell Awards reviewer for CSBA. I believe my experience in policy, law and school construction make me an excellent candidate for continuing my service on delegate assembly. I have a unique perspective to add to Delegate Assembly having served as the appointed Assoc Exec Officer for the Office of Public School Construction, worked in the California Legislature and being an attorney for the past 12 years. I am dedicated to helping advocate for our children during this difficult time in our economy to make sure education is a priority.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: \_\_\_\_\_

Date: Jan 2013

# LISA M. KAPLAN, J.D.

Phone: 916/ 996-1474

Email: Kaplan4kids@gmail.com

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## ATTORNEY & GOVERNMENTAL AFFAIRS CONSULTANT

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### BIO

**LISA M. KAPLAN**, an Attorney, School Board member, Delegate to the California School Board Association, former appointed Assistant Executive Officer for the State Allocation Board and former Capitol staff member in the California State Legislature, brings her knowledge of the law, K-12 Education matters, school construction, school funding, government and policy to *Kaplan Law Group*, as it's Principal Attorney.

Prior to opening *Kaplan Law Group*, Lisa was appointed as the Assistant Executive Officer ("AEO") for the State Allocation Board ("SAB"), which sets the policy and approves applications for apportionment of school construction dollars for all districts in the State of California. As the AEO, Ms. Kaplan, Chaired the Implementation Committee, Audit Working Group and staffed the SAB on the subcommittee on Audits and subcommittee on Rules & Procedures. Lisa was instrumental in the passages of new audit procedures, the Shovel Ready (Priorities in Funding) policy, Sale of Surplus Property policy, the new High Performance Incentive grant regulations and the adoption of the Board's Rules and Procedures.

Preceding this, Ms. Kaplan served as legal counsel for L&B Associates, a governmental affairs and public policy consulting firm. Along with education law, Lisa also practiced business, administrative and contracts law, as well as, consulted for the LaPena Law Corporation, specializing in Native American cultural resource management and protection at the state and federal level.

In 2002, she was elected to the Natomas Unified School District as a Board Trustee. As a result of her years on the school board, she has provided leadership for strategic planning, as it pertains to both policy decisions and special projects with a solid understanding of the community, public relations and crisis management. Over the past 10 years, Lisa has served on the facilities advisory committee, budget committee and student safety committee, taking part as a Board member on the construction of seven schools and passage of two local bonds.

Prior to opening her own business, Lisa lobbied the California State Legislature, specializing in areas of K-12 funding, employee relations, wireless telecommunication, insurance, privacy, workers compensation, healthcare, association management, and business interests. As a general counsel and legislative advocate, Lisa represented Sprint-Nextel, Keenan & Associates, Reed Elsevier, Inc., California Court Reporters Association, California Association of State Hearing Reporters, and Hershey's Food Corporation. During her time as a legislative advocate, Lisa established a proven track record of completing difficult projects and meeting client needs on schedule in an intensive political environment where self-reliance and lateral thinking is required.

Lisa began her political and legislative career as legislative director for several California State Assemblymembers, supervising legislative staff and administrating the Assemblymember's legislative agenda. Previous to her work in the Capitol, Ms. Kaplan worked as an attorney specializing in the areas of general litigation, construction litigation, and personal injury.

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### PUBLIC SERVICE

**JEWISH FEDERATION, SACRAMENTO REGION ~ 2009 – PRESENT** (*PRESIDENT, 2012 – PRESENT*)

**CALIFORNIA WOMEN LEAD, SACRAMENTO REGION ~ 2007 – PRESENT** (*PAST PRESIDENT 2008-2011*)

**ROTARY CLUB MEMBER – NATOMAS, DECEMBER 2000 – 2011** (*Past President, 2002-2004*)

**BOARD MEMBER, AMERICAN RIVER COLLEGE FOUNDATION BOARD, JUNE 2008 – PRESENT**

**MENTOR / TUTOR – JEFFERSON ELEMENTARY, AUGUST 2006 – SEPTEMBER 2007**

**SHRINERS HOSPITAL, EXECUTIVE COMMITTEE MEMBER, CONCOURS D'ELEGANCE, 2004-2005**

**MAKE A WISH FOUNDATION, VOLUNTEER, 2002-2004**

**BOARD MEMBER, LIONS ON SAFARI, FUNDRAISING DEPARTMENT, 2002-2003**

**U.C. DAVIS MEDICAL CENTER, VOLUNTEER CHILDREN'S FLOOR, 2000-2001**

**FRED HUTCHINSON CANCER RESEARCH CENTER, CHILDREN'S SCHOOL, INSTRUCTIONAL ASSISTANT, 1995-1997**

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**CSBA**

## 2013 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Ed Short</u>	CSBA Region/Subregion: <u>6b</u> / <u>        </u>
District or COE: <u>Folsom Cordova Unified School District</u>	Years on board: <u>10</u> ADA: <u>19,084</u>
Contact Number: <u>916-591-6850</u>	E-mail: <u>edshort08@comcast.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>2 years</u>

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

Priority #1. Institute a higher standard of college preparatory coursework to give our college bound students the ability to excel at their next level of education. Why? Increases our graduate rates and help close the achievement gap.

Priority #2. Create job training programs to make sure students who directly enter the workforce have the skills they need to have quality careers in the 21'st century workplace. Why? Establish rigor and relevance through career pathway training.

Priority #3. I will strive to identify wasteful spending and eliminate programs that don't work and find those that are both effective and efficient to balance the budget and make sure educational dollars stay where they belong - in the classroom. Why? This would bring overall fundamental improvement in our schools even with our current limited resources.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

Fight for educational reform and make sure our teachers have the tools they need to teach and our kids have the resources they need to learn.

Provide equal and relevant educational opportunity which will prepare all our kids for the 21 st century.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I feel it would increase my effectiveness in advancing above mentioned priorities and my community involvement by increasing my sphere of influence.

My contribution would be serving as a direct voice and advocate on behalf of our kids.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Ed Short Date: 12-13-12